

NEW JERSEY STATE DEPARTMENT OF EDUCATION  
PO BOX 500  
TRENTON, NJ 08625-0500

## APPLICATION CONTROL CENTER

*The original application and four copies were received by the application Control Center on the date and time stamped below. If there are questions regarding this delivery, please call the Application Control Center at (609) 633-6974.*

RFP#  1  5  6  0  3  H  0  2

AGENCY NAME:

Newark Public Schools

*Erica DeSai*

ACC Signature

*Tiran Atchison*

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## Form S-1

### NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE - \*\*SCHOOL APPLICATION\*\*

#### SECTION I:

NGO#: 11-SG03-H02 Title: School Improvement Grant

13-3570-517

#### SECTION II, PART A:

Dr. Martin Luther King, Jr. Elementary School

School Name  
108 South 9<sup>th</sup> Street

School Address  
Newark, NJ 07107

School City, State, Zip  
K-8

Grade Span of School

Internal use only	School Code	Type	Region	Sequence
Dr. Glen Wilson		(973) 733-7398		
School Principal Name		Phone #		
School Program Director Name				
School Program Director Telephone				
School Program Director Fax/email				

Total amount of funds requested for school application: Year 1 \$2,000,000 Year 2 \$1,999,579 Year 3 \$1,995,786

Duration of the Year 1 project: 9/1/11 to 8/31/12

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify that the school application information is complete.

Deborah Terrell

Certification of Chief School Administrator

4/26/11

Date

#### SECTION II Part B

The school application has been duly authorized by the governing body of the Newark Public Schools district (county code 13, District Code 3570, School Code 517).

Deborah Terrell  
Signature of Chief School Administrator

Interim State District Superintendent  
Title

4/26/11  
Date

Business Manager: Valerie Wilson

Phone: (973) 733-8467

Fax: (973) 733-7161

**Form S-2**

**SCHOOL STATEMENT OF ASSURANCES**

**On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:**

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

Newark Public Schools  
Applicant LEA

Deborah Terrell  
Signature: *Chief School Administrator*

Dr. Martin Luther King, Jr. Elementary School  
Applicant School

4/26/11  
Date

## Form S-3

### **Documentation of Federal Compliance (DUNS/CCR) Form**

Note: this form must be completed and returned by the applicant school prior to any award being made.

#### **Part I – Applicant Organization**

Organizational Name of Applicant	<u>DBA- Dr. Martin Luther King, Jr. Elementary School</u>
Address	<u>108 South 9<sup>th</sup> Street, Newark NJ 07107</u>
DUNS number	<u>159113596</u>
Expiration Date of CCR registration	<u>2/18/2012</u>
Congressional District	<u>NJ-10</u>

#### **Part II – Primary Place of Performance under this award**

City	<u>Newark</u>
County	<u>Essex</u>

*I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at [www.ccr.gov](http://www.ccr.gov). and shall maintain a current registration throughout the grant period.*

Deborah Terrell  
Signature of Chief School Administrator

Deborah Terrell, Interim State District Superintendent  
Name and Title

**Form S-4****Date: April 26, 2011****Page 1 of 4****PROJECT ABSTRACT****LEA: Newark Public Schools****Name of School: Dr. Martin Luther King, Jr.**

<b>Mission</b>	At Dr. Martin Luther King, Jr. Community Campus we are committed to providing a network of resources, support and enrichment to help facilitate a student's individual pathway to attain future goals and aspirations. This endeavor comes with the premise that the school, home, and community must share the responsibility for the needs and development of all children, and together we will recognize and celebrate individual differences and accomplishments.
<b>Vision</b>	Dr. Martin Luther King, Jr. Community Campus is a school that promotes excellence for all students in academics, leadership, and character development. With a focus on rigorous instructional practices, a culture of feedback and community collaboration, we will ensure that our students enter high school with the skills and self confidence necessary to tackle future challenges and seize future opportunity.
<b>Project Implementation Summary</b>	<p>The CAPA study, Newark internal reviews, and the Cambridge School Quality review all indicate that student achievement in LAL and math, at Dr. Martin Luther King, Jr. Community Campus School, have been unsatisfactory for a number of years. These reports identified a number of root causes across LAL and math, but the common factors were insufficient rigor, use of data driven instruction, implementation of the curriculum consistently in all classrooms, and differentiated instruction. The reports also identified that the teachers have not had access to relevant professional development which was focused on the specific needs of staff at Dr. Martin Luther King, Jr. Community Campus.</p> <p>The principal at Dr. Martin Luther King, Jr. Community Campus was replaced in August 2010 and the new principal recognized the need to make significant change. He has focused on winning the hearts and minds of all stakeholders to change the culture of the school. He has partnered with Citizen Schools to focus on creating a culture of achievement and improving the academic performance of his middle school students. Over the intervening six months, there are signs that this approach is beginning to make a difference. Lesson observations indicate that there is increased rigor in many classrooms and greater adherence to the curriculum. The principal has also enabled the teachers to supplement the mandated curriculum, especially in math, with materials which are more relevant and appropriate to the students at the school. Unfortunately, while these improvements are highly credible, the rate of change is insufficient to make the dramatic changes which are required to transform the achievement of all students at Dr. Martin Luther King, Jr. Community Campus.</p> <p>The focus of this Turnaround Project is to produce rapid significant change which ensures the achievement and success of all students. Because the school principal has been in place for less than a year and has the necessary experience, expertise, skills, and competencies to be a turnaround leader, he will remain in place.</p>

However, in order to enable him to implement the changes required, at least 50% of staff at the school will be replaced. This will ensure that all staff at the school can work effectively within the turnaround environment to meet the needs of all students. The LEA has also identified new staff positions which will enable the principal to establish a School Instructional Leadership Team (SLT) that has the skills and competencies required to provide the key strategic leadership and management of the turnaround project.

The LEA will work with the school to appoint an external Lead Turnaround Partner (LTP) with the necessary knowledge, skills, experience and expertise to provide technical assistance and day to day support, including the high-quality job-embedded professional development that will be required to transform Dr. Martin Luther King, Jr. Community Campus. This significant help (200 days in year one and then decreasing each year) is designed to provide direct assistance to the principal and school staff in all areas of school transformation.

In order for the principal to be able to transform the school there also has to be a strategic operational change of role for the principal from the **managerial leader** to the **instructional leader**. In this role, the principal and the school leadership team will focus on student learning and the quality of teaching and learning. This will require agreeing upon and implementing with fidelity a coherent program of professional development and a teacher evaluation program which includes evaluating and providing reflective feedback to all teachers at least four times a year. Both the PD and teacher evaluation program will be designed to **Empower Effective Teachers**.

Dr. Martin Luther King Jr. Community Campus needs the autonomy and flexibility to modify the staffing structures to create key operational positions all of which are designed to enable the principal to appropriately delegate specific management tasks to other staff. These positions will ensure that the principal has sufficient time to provide strategic leadership and direction by placing an unrelenting focus on instructional leadership. These new positions will include:

1. **School Operations Manager** – Dr. Martin Luther King Jr. Community Campus will adopt an approach similar to the one advocated in the highly acclaimed School Administration Manager (SAM) Project. Since 2002 this project has guided principals to distribute management responsibilities and work with classified, or support staff, to keep routine management administration work from pulling the principal away from instructional leadership work. There are various SAM models, but in order to transform Dr. Martin Luther King JR. Community Campus, we advocate the creation of this new operational position.
2. **Student Achievement Data Specialist** - The Data Specialist will be responsible for developing, managing, analyzing, and packaging all currently available and newly developed sources of student achievement data. The Data Specialist will package this information to address the needs of administrators and teachers to drive increased levels of student achievement. This full-time position will incrementally increase student and school achievement beyond what is otherwise possible.

	<b>Lead Turnaround Partner and Outside Providers</b>  In addition to the above internal positions, the school will also seek, through a series of RFPs, to engage a Lead Turnaround Partner (LTP) and other key outside providers. The LTP will work in partnership with the school and the Newark Public Schools' Office of Innovation and Change, and use research-based strategies that provide an immediate and dramatic turnaround in student achievement. The LTP will have all the necessary staff, knowledge, skills, experience and expertise to provide technical assistance and day to day support, including the high quality job-embedded professional development, which will be required to transform Dr. Martin Luther King, Jr. School. The LTP will also coordinate the work of other outside providers to ensure that all the interventions are fully aligned with the Dr. Martin Luther King, Jr. School Turnaround plan.  The other main area of operational flexibility which the school will employ is the school calendar and scheduling. The school is proposing to adopt the following expanded learning schedule: <ol style="list-style-type: none"><li>1. The school day will begin at 8:00 am and go until 5:00 pm, Monday through Thursday. This will create an additional 2.5 hours per day for 4 days weekly and 350 hours across the year. Within this extended daily schedule, transition times will be reduced.</li><li>2. Friday will be an early- release day for students at 1:00 pm. Teachers and Expanded- day providers will use the 1:00 - 3:00 time block for collaborative planning, preparation, and professional development.</li><li>3. The school also proposes to extend the school year. In 2012, school will begin the last two weeks in August, adding 10 more days to the school year. Students will be present from 8:00 am to 12:00 pm. Four hours each day for 10 days will add an additional 40 hours of extended learning time. Teachers will stay until 4:00 pm for professional development.</li><li>4. <i>The NET total of extended learning time for students will therefore be 350 hours + 40 hours = 390 additional hours of learning time.</i></li><li>5. The school will also operate a targeted Saturday Academy which will provide students with academic support, as well as character-development activities and social-emotional supports.</li></ol> The school will implement proven strategies, drawn form best practice research around the world, to ensure that all students have access to a curriculum which meets the requirements of the 21 <sup>st</sup> Century. In order to ensure that the curriculum is relevant and appropriate, the school, with support from the LEA and the LTP, will review and revise the current curriculum. They will retire any programs that are not working and implement new strategies which prepare all students to prepare for college, the world of work, and citizenship in the 21 <sup>st</sup> Century.  The School Instructional Leadership Team, with the Lead Turnaround Partner, will continue to improve the overall culture of the school. The intention is to create a school community in which everyone is an active participant and a life-long learner. Key components of this part of the turnaround initiative will be the implementation of an expanded day for all students, inclusion of project-based real-world learning activities, and an intentional culture of achievement. Additionally, the school will implement Positive Behavior Interventions and Supports (PBIS). This will encompass
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all aspects of the life, including school, family, home, and social life. It is not designed to be a "quick fix" to a behavior problem, but rather, a long-term, multi-dimensional support system.

### **Community Engagement**

Two organizations in the Dr. Martin Luther King, Jr. School community provide a solid anchor for community engagement and strengthening parental involvement. The Urban League of Essex County and Citizen Schools will bring their collective experiences in mentoring and youth development programming. Working with a newly appointed Community Relations Specialist, these organizations will help transform the school into a genuine community school of high achievement.

The school will also seek to develop Career Academies which will supplement the traditional 'specialist subjects' by providing students with access to a range of Career and Technical Education programs designed to make the curriculum more relevant to the needs of the individual students. For example, students in the middle grades will work in apprenticeships where they will work with community volunteers on project-based curriculum designed to engage students and expose them to new careers and new role models. These apprenticeships will focus on teamwork, oral communication, leadership, data analysis, advanced literacy and technology skills.

In order for this Turnaround Project to be successful, the school recognizes that it needs to transform its relationship with the local community, so the environment becomes one of a *school in the community and a community in the school*. The school administration and the LTP will appoint a Community Relations Specialist who will work in conjunction with the whole staff, external partners (such as Citizen Schools), and the local community to develop an extensive program of community-oriented activities. As these gain traction, we envision that the activities will develop into wrap-around services and supports for students and the local community.

Any one of these key components would enable the school to move forward. However, collectively they represent a holistic turnaround program which will enable Dr. Martin Luther King, Jr. Community Campus to transform the lives of all stakeholders, the students, and the community

**Reporting Metrics – Form S5**

**Attachments M1, M2**

**DRAFT**  
**Form S-5**

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Date: April 26, 2011

**REPORTING METRICS**

<b>LEA : Newark Public Schools</b>		Name of School: <u>Dr. Martin Luther King, Jr.</u>	Page <u>1</u> of <u>1</u>
School Data	Metric	2010-2011 Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation )	Turnaround		
AYP status	7	Met participation target. Did not make AYP in LAL, Math.	
School improvement status	Restructuring – 2		
Number of minutes within the school year	70,300		
<b>Student Outcome/Academic Outcome Data</b>		Please see attached - M1	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup		Please see attached - M1	
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup		Please see attached - M2	
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup		Please see attached - M2	
Percentage of limited English proficient students who attain English language proficiency	21.7%		
Graduation rate	N/A		
Dropout rate	N/A		
Student attendance rate	90.8%		
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A		
College enrollment rates	N/A		
<b>Student Connection and School Climate</b>		4%	
Discipline incidents		Distinguished=15%; Proficient=64%; Basic=13%; Unsatisfactory=8%	
Truants	N = 11		
<b>Talent</b>		90%	
Distribution of teachers by performance level on LEA’s teacher evaluation system			
Teacher attendance rate			

**DR. MARTIN LUTHER KING, JR. SCHOOL – REPORTING METRICS, FORM S-5**

**ATTACHMENT M1**

Percent of Students at or Above Each Proficiency Level on State Assessments in Reading/Language

Arts and Mathematics – By Grade and By Student Subgroup

**LANGUAGE ARTS LITERACY**

Category	Grade 3				Grade 4				Grade 5			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	43	83.7%	16.3%	0%	40	85%	15%	0%	36	80.6%	19.4%	0%
Male	23	87%	13%	0%	18	88.9%	11.1%	0%	*	*	*	*
Female	29	86.2%	13.8%	0%	28	78.6%	21.4%	0%	25	80%	20%	0%
Black	48	85.4%	14.6%	0%	38	86.8%	13.2%	0%	44	86.4%	13.6%	0%
Econ Disadv.	52	86.5%	13.5%	0%	45	82.2%	17.8%	0%	49	87.8%	12.2%	0%

Category	Grade 6				Grade 7				Grade 8			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	*	*	*	*	30	76.7%	23.3%	0%	31	58.1%	41.9%	0%
Male	*	*	*	*	27	85.2%	14.8%	0%	23	69.6%	30.4%	0%
Female	*	*	*	*	16	75%	25%	0%	18	66.7%	33.3%	0%
Black	*	*	*	*	33	84.8%	15.2%	0%	32	78.1%	21.9%	0%
Econ Disadv.	*	*	*	*	41	82.9%	17.1%	0%	39	69.2%	30.8%	0%

\*Not reported on School Report Card

NP – Not proficient

P - Proficient

AP – Advanced Proficient

**DR. MARTIN LUTHER KING, JR. SCHOOL – REPORTING METRICS, FORM S-5**

**ATTACHMENT M1**

Percent of Students at or Above Each Proficiency Level on State Assessments in Reading/Language Arts and Mathematics – By Grade and By Student Subgroup

**MATH**

Category	Grade 3				Grade 4				Grade 5			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	*	*	*	*	40	47.5%	45%	7.5%	36	63.9%	30.6%	5.6%
Male	24	83.3%	8.3%	8.3%	18	61.1%	33.3%	5.6%	26	84.6%	11.5%	3.8%
Female	*	*	*	*	28	39.3%	53.6%	7.1%	25	64%	32%	4%
Black	49	89.8%	6.1%	4.1%	38	52.6%	39.5%	7.9%	44	77.3%	18.2%	4.5%
Econ Disadv.	*	*	*	*	45	46.7%	46.7%	6.7%	49	75.5%	22.4%	2%

Category	Grade 6				Grade 7				Grade 8			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	31	64.5%	32.3%	3.2%	*	*	*	*	31	74.2%	25.8%	0%
Male	27	66.7%	29.6%	3.7%	*	*	*	*	23	78.3%	21.7%	0%
Female	14	78.6%	21.4%	0%	*	*	*	*	18	83.3%	16.7%	0%
Black	37	70.3%	27%	2.7%	*	*	*	*	32	87.5%	12.5%	0%
Econ Disadv.	42	71.4%	26.2%	2.4%	*	*	*	*	39	82.1%	17.9%	0%

\*Not reported on School Report Card

NP – Not proficient

P - Proficient

AP – Advanced Proficient

LEA: Newark Public Schools \_\_\_\_\_ Name of School: MARTIN LUTHER KING JR. \_\_\_\_\_

School Data		Metric						2010-2011 Data	
What intervention the school used (i.e., turnaround, restart, closure, or transformation)								NO	
ATP status									
What AYP targets met and exceeded									
Number of AYP indicators met									
Elementary: 34 out of 41									
Middle: 14 out of 41									
High School: 16 out of 24									
Total Population		Achieve AYP Standard		Achieve AYP Standard		Achieve AYP Standard		Achieve AYP Standard	
Students with Disabilities		Yes	Yes	No	No	No	No	No	No
Limited English Proficient		-	-	-	-	-	-	-	-
White		-	-	-	-	-	-	-	-
African American		-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	-
American Indian		-	-	-	-	-	-	-	-
Hispanic		-	-	-	-	-	-	-	-
Others		-	-	-	-	-	-	-	-
Economically Disadvantaged		Yes	Yes	No	No	No	No	No	No
School Attendance								YES	
Number of AYP indicators met									
Elementary: 34 out of 41									
Middle: 14 out of 41									
High School: 16 out of 24									
Total Population		Achieve AYP Standard		Achieve AYP Standard		Achieve AYP Standard		Achieve AYP Standard	
Students with Disabilities		Yes	Yes	No	No	No	No	No	No
Limited English Proficient		-	-	-	-	-	-	-	-
White		-	-	-	-	-	-	-	-
African American		-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	-
American Indian		-	-	-	-	-	-	-	-
Hispanic		-	-	-	-	-	-	-	-
Others		-	-	-	-	-	-	-	-
Economically Disadvantaged		Yes	Yes	No	No	No	No	No	No
School Improvement Status								YES	
Number of minutes within the school year								167	



LFA: Newark Public Schools: MARTIN LUTHER KING JR. \_\_\_\_\_

		Name of School: MARTIN LUTHER KING JR. _____		2010-2011 Test Results	
		Metric		Category	
LFA	Score	LEP	AP	Total	
5	5	LEP	P	211.0	220.0
5	5	LEP	P	209.3	209.3
5	5	LEP	Total	209.3	209.3
5	5	Special Education	AP	214.0	214.0
5	5	Special Education	P	204.0	204.0
5	5	Special Education	Total	204.0	204.0
5	5	Special Education	AP	202.0	202.0
6	6	All Students	P	207.7	207.7
6	6	All Students	P	207.7	207.7
6	6	All Students	Total	207.7	207.7
6	6	All Students	AP	195.4	195.4
6	6	Black	P	207.7	207.7
6	6	Black	Total	207.7	207.7
6	6	Black	AP	195.3	195.3
6	6	Hispanic	P	188.4	188.4
6	6	Hispanic	Total	173.4	181.5
6	6	Hispanic	AP	167.0	167.0
6	6	Economically Disadvantaged	P	207.7	207.7
6	6	Economically Disadvantaged	Total	207.7	207.7
6	6	Economically Disadvantaged	AP	195.1	195.1
6	6	Asian	P	170.8	170.8
6	6	Asian	Total	173.6	180.9
6	6	Asian	AP	167.0	167.0
6	6	White	P	173.2	165.2
6	6	White	Total	173.2	165.2
6	6	White	AP	162.4	162.4
6	6	LEP	P	182.5	181.0
6	6	LEP	Total	182.5	181.0
6	6	LEP	AP	170.0	170.0
6	6	Special Education	P	157.7	156.2
6	6	Special Education	Total	157.7	156.2
6	6	Special Education	AP	145.3	145.3
7	7	All Students	P	205.8	205.8
7	7	All Students	Total	195.9	192.3
7	7	All Students	AP	183.0	182.3
7	7	All Students	Black	209.5	209.5
7	7	All Students	Black	190.1	192.2
7	7	All Students	Black	197.0	197.0
7	7	Economically Disadvantaged	P	210.0	210.0
7	7	Economically Disadvantaged	Total	190.7	192.3
7	7	Economically Disadvantaged	AP	184.2	182.3
7	7	Hispanic	P	207.3	207.3
7	7	Hispanic	Total	193.0	193.0
7	7	Hispanic	AP	180.0	181.3
7	7	Asian	P	171.3	153.3
7	7	Asian	Total	171.3	153.3
7	7	Asian	AP	160.7	153.3
7	7	LEP	P	204.5	204.5
7	7	LEP	Total	193.2	193.2
7	7	LEP	AP	180.5	180.5
7	7	Special Education	P	151.8	151.8
7	7	Special Education	Total	131.4	170.0
7	7	Special Education	AP	136.6	138.1
8	8	All Students	P	216.6	216.6
8	8	All Students	Total	195.4	202.9
8	8	All Students	AP	186.4	186.4
8	8	All Students	Black	205.0	205.0
8	8	All Students	Black	181.0	181.0
8	8	All Students	Black	193.0	193.0
8	8	Economically Disadvantaged	P	215.9	215.9
8	8	Economically Disadvantaged	Total	191.8	192.9
8	8	Economically Disadvantaged	AP	181.2	180.9
8	8	Hispanic	P	211.2	211.2
8	8	Hispanic	Total	175.4	182.3
8	8	Hispanic	AP	165.0	170.2
8	8	LEP	P	191.5	181.3
8	8	LEP	Total	191.5	181.3
8	8	LEP	AP	180.3	180.3
8	8	Special Education	P	174.4	174.4
8	8	Special Education	Total	151.5	164.4
8	8	Special Education	AP	145.9	151.5

**Form S-6****Date:** April 26, 2011Page 1 of 8**STATEMENT OF NEED****LEA :** Newark Public Schools**Name of School:** Dr. Martin Luther King Jr.**Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.**

<b>Areas</b>	<b>List Multiple Measures Analyzed</b>	<b>(1) Overall Results &amp; Outcomes &amp; (2) Root Cause of Lack of Achievement</b>
Academic Achievement – Reading	NPS Walkthrough, NJASK, Learnria	<p>Root Cause: The data reflect that student achievement is below expectations.</p>
Academic Achievement - Writing	Writing Portion of NJ Pass (Grades 1 and 2); NJ ASK (Grades 3-8); Learnria (Grades 2-8); District October K-2 writing tasks; Writing Assessment wall, Monthly writing samples	<p>Root Cause: Teachers need increased professional development in teaching comprehension, developing lessons with rigor, and responsive teaching strategies. In addition, teachers need to follow the curriculum with fidelity.</p>
Academic Achievement - Mathematics	NJ ASK (Grades 3-8); Learnria (Grades 2-8); District Midterms, Teacher-created assessments and Final Exams	<p>The data reflect that students are unable to solve problems related to mathematics reasoning in geometry, algebra, data analysis, and discrete mathematics.</p>
Parent Involvement	Program Of Activities 10-11	<p>Root Cause: Teachers do not have sufficient professional development in mathematics content. In addition, the mathematics curriculum varies every 4-5 weeks and although the content is spiraled, teachers seldom finish the entire curriculum at the end of each school year. Therefore, part of the content is not mastered, leaving learning gaps.</p> <p>There is a concerted effort to include parents in all facets of the school. The Parent Liaison is an integral part of the school, the parent and community connection. Additionally, Citizen Schools has worked to increase family and community involvement by increasing the quantity and quality of family communication in middle school and hosting events to foster parental involvement. However, there is insufficient parental involvement in the school</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement	
		<p>overall and with student learning in particular.</p> <p>Root Cause:</p> <ul style="list-style-type: none"> <li>• The restricted range of parental involvement activities currently offered</li> <li>• The negative impact of some of the parents' own educational experiences</li> <li>• Limited attendance by parents at specific events</li> </ul> <p>Historically, general PD has not produced the desired effect. However, where PD has been tailored to meet individual needs and supports the teacher with in-class coaching and direct feedback, there are indications that it does have an impact. There is observable use of strategies provided by professional development such as addressing implementation of various forms of authentic and formative assessments in all content areas.</p>	
Professional Development	Collaborative PD Plan, School Base Teacher Survey	<p>Root Cause:</p> <ul style="list-style-type: none"> <li>• PD has historically been pull-out</li> <li>• PD has tended to be delivered across the whole district or whole school</li> <li>• PD has had little differentiation for the needs of individual grades or individual staff</li> <li>• Lack of timely job-embedded PD that specifically targets rigor, differentiated instruction, use of best practices, and using data to inform instruction</li> <li>• Lack of school-based coaching and in-class support to ensure that PD recommendations are followed up with rigor and given an opportunity to directly impact on the quality of teaching and learning on a daily basis.</li> </ul>	These programs benefit learning for those students who are able to attend. The school has partnered with Citizen Schools to expand learning time for all sixth through eighth grade students. Additionally, other programs have sporadically worked with various grade levels, but have not mandated participation for all students.
Extended Learning Opportunities	NJASK Prep, After school program		<p>Root Cause:</p> <ul style="list-style-type: none"> <li>• They are not year-round and they do not serve all students</li> </ul> <p>N/A</p> <p>The data reflect that students with disabilities have previously made safe harbor (08-09, 09-10) in Language Arts Literacy (LAL) and Mathematics. However, Newark Public Schools</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	(Grades 3-8); Learnia (Grades 2-8); District October K-2 writing tasks; Writing Assessment wall, Monthly writing samples, District Midterms, Teacher-created assessments and Final Exams	<p>student disciplinary infractions have occurred.</p> <p>Root Cause:</p> <ul style="list-style-type: none"> <li>• There is no review of student IEPs conducted with input from instructional leaders to determine if placement is appropriate or revisions necessary.</li> <li>• There is insufficient additional staff to meet criteria, meet compliance requirements, or satisfy core content supervision for the mandated time.</li> <li>• A lack of professional development on inclusion and collaborative support measures when team-teaching.</li> </ul>
English Language Learners	Access Testing, Entry exams	<p>The data reflect that student achievement is below expectations</p> <p>Root Cause:</p> <p>There is insufficient rigor, use of data driven instruction, implementation of the curriculum consistently in all classrooms, and differentiated instruction.</p>
Economically Disadvantaged	Writing Portion of NJ Pass (Grades 1 and 2); NJ ASK (Grades 3-8); Learnia (Grades 2-8); District October K-2 writing tasks; Writing Assessment wall, Monthly writing samples, District Midterms, Teacher-created assessments and Final Exams	<p>The data reflect that student achievement is below expectations, however this subgroup met safe harbor previously in 08-09 (elementary- LAL, middle-Math)</p> <p>Root Cause:</p> <p>There is insufficient rigor, use of data driven instruction, implementation of the curriculum consistently in all classrooms, and differentiated instruction.</p>
School Culture	Surveys, Interviews	<p>Surveys, interviews and general atmosphere indicate that the school culture is negative and is in desperate need of improvement</p> <p>Root Cause:</p> <ul style="list-style-type: none"> <li>• Frequent administrative turnover</li> <li>• Reduced staff</li> <li>• Poor teacher capacity</li> <li>• Need for HQT</li> <li>• Low parent involvement</li> </ul>
Leadership	Leadership Survey	<p>There has been a change in leadership within the past year. There are indications that this change of leadership has had a positive impact on the</p>

Areas	List Multiple Measures Analyzed	<b>(1) Overall Results &amp; Outcomes &amp; (2) Root Cause of Lack of Achievement</b> overall culture of the school, but as yet it has not had sufficient impact on the learning needs and achievement of all students
		Root Cause: <ul style="list-style-type: none"> <li>• Administration has had to focus on building the culture</li> <li>• The administration was reduced by one Vice Principal and there has been insufficient support available for the current administration to tackle all the key issues.</li> <li>• Administration has not yet been able to clearly identify and implement strategies in place to consistently address the needs of staff and students.</li> <li>• Administration has not been able to devote sufficient time to monitoring and evaluating the effectiveness of teaching and learning in every classroom.</li> </ul>
Highly Qualified Staff	Highly Qualified Staff Documentation on file	There are a total of 20 highly qualified teachers on staff who implement the NJCCCS and who utilize best practices and use professional development strategies to guide instruction. There are also 12 highly qualified non-instructional support staff members. There are no Nationally Board Certified staff
Other:		Root Causes: <ul style="list-style-type: none"> <li>• Although there is a good nucleus of HQT staff, the district has not been able to recruit and retain sufficient HQT to enable the school to be 100% staffed by HQT.</li> <li>• There are few or no incentives available at present which enable the schools to either recruit or retain HQ staff.</li> </ul>

## Evaluation & Needs Assessment Summary

### 1. Describe the process and techniques used in the needs assessment.

Dr. Martin Luther King Jr. School has put processes in place to improve instruction school-wide. The needs assessment was prepared by the following stakeholders: the SLC, SLC subcommittees, administrators, teachers, parents, students, and community partners. School needs assessment priorities were identified by analyzing the Professional Development Survey, NJASK test data, AYP status, district-level assessments, school-level assessments, school report card, Cambridge recommendations, teacher observations, and ongoing student data from the PDA. We reviewed the data collected by the data report card, Cambridge recommendations, teacher observations, and ongoing student data from the PDA. We reviewed the data collected by the data teams in literacy, math, science, the use of technology, and parental involvement. We involved teachers throughout the school year by having them create a Management Data Notebook and Progressive Data Analysis to record and analyze data about their students on school, district, and state assessments. In addition to this, all teachers work on teams called Instructional Leadership Teams. Each team decides on which data to focus for improving teacher capacity and student performance based on the data. We wanted to build capacity in the needs assessment process for all staff and especially those who are new to the school. In June and September, teachers provide a narrative to discuss student achievement including strategies that were successful. These forms are duplicated and handed off to the next teacher who is slated to teach those children. In September, NJASK scores are analyzed and then utilized to provide ongoing instructional support and professional development for the school year. As the year progresses, we collect other data to make decisions about Professional Development and student needs. Walkthroughs were conducted and these data from the walkthroughs were used to determine our focus for PD.

### 2. Describe methods used to collect and compile data for student subgroups.

The data for student subgroups is predominantly provided by the NJASK and Learnia test results. The method that is used for interpreting data about student subgroups is through grade-level meetings, administration/coaches forums, SLC meetings and staff development meetings, and ongoing reflective practices. Data is continually compiled by various sources for the purpose of improving students academically and socially. The district's Office of Testing and Evaluation provide NJASK data, while Schoolnet provides Learnia data. Content area data is also continuously collected through district-level and school-level assessments. Professional development data was collected via the NPS online survey. School improvement data is provided by the CAPA, Cambridge, and NPS district monitoring teams.

### 3. Explain how the data from the collection methods are valid and reliable.

We use established assessments (state, district, textbook series, etc) that are aligned to the New Jersey Core Curriculum Content Standards. Teachers identify the skill or cluster and the number of students who responded correctly. That number is divided by the number of students who took the assessment, giving us both the number passing and the percentage of students who passed. Students are listed by name on each profile sheet which allows the teacher, support staff, and administrators to see which students are in need of support and specifically what skills or concepts need to be reinforced.

### 4. What did the data analysis reveal regarding classroom instruction?

The analysis showed that too many of the students are not proficient in reading and mathematics, and furthermore they carry these deficiencies from one grade level to the next. Most teachers rely too heavily on whole-class teaching and are not making sufficient use of data to modify lesson plans to differentiate instruction.

### 5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

It showed that the professional development has improved instruction, but a more intense, more focused and sustained degree of professional development is still needed. The professional development must include strategies that improve use of effective questioning techniques to deepen student thinking, comprehension and engagement.

### 6. How are educationally at-risk students identified in a timely manner?

Educationally at-risk students are identified by administrators and teachers through the analysis of a range of measures including: observational survey; test scores; internal assessment scores; writing tasks; Biweekly Extended Constructed Response; NJASK Practice Tests; midterm and final exams; and NJASK.

The following table outlines the data used within each grade level

At Risk Students	DATA SOURCES		
	I AL	MATH	SCIENCE
K-2	-Running Records	-Everyday Math Assessments	-Module Assessments
	-Observational Survey/DRA	-Biweekly Extended	-Midterm and Final Exams
	-Harcourt Trophies Assessments	Constructed Response	
	-Fall/Spring District Writing Task	-Midterm and Final Exams	
3-5	-Running Records	-Everyday Math Assessments	-Module Assessments
	-DRA and Slosson	-Biweekly Extended	-Midterm and Final Exams
	-Harcourt Trophies Assessments	Constructed Response	-NJASK4
	-Fall/Spring District Writing Task	-NJASK Practice Test	
6-8	-NJASK	-Midterm and Final Exams	
	-Learnia	-NJASK	
	-Running Records	-Everyday Math Assessments	-Module Assessments
	-McDougal Littell Assessments	-Biweekly Extended	-NJASK Practice Test
	-Fall/Spring District Writing Task	Constructed Response	-Midterm and Final Exams
	-NJASK	-NJASK Practice Test	-NJASK8
	-Learnia	-Midterm and Final Exams	
	-NJASK	-NJASK	

In addition to the above practices, students are also identified as at-risk based on excessive tardiness, high absenteeism, and behavior challenges.

#### 7. How are educationally at-risk students provided with effective assistance?

Once a student is identified, the classroom teacher provides interventions and differentiated instruction to address the student's individual needs. The range of interventions varies by grade level:

- K-2 Differentiated Instruction-School-Based Coaches -In-House Tutors-After-School Programs
- 3-5 Differentiated Instruction -School-Based Coaches -After-School Programs
- 6-8 Differentiated Instruction -School-Based Coaches -In-House Tutors - Youth Development Program/SES - Coach RTC Support – Citizen Schools Expanded Day

In the case of excessive tardiness, high absenteeism, and behavioral challenges, an appropriate mix of the following strategies is employed:

- Parent volunteer support
- After-school programs such as. AYSDP, SES, NJASK Academies
- School social worker intervention/support
- Outside resources as needed
- I&RS intervention

	<ul style="list-style-type: none"> <li>• School counselor intervention/support</li> <li>• Attendance Counselor</li> <li>• School-wide incentives for strong attendance</li> </ul>
8.	How does the needs assessment address migrant student(s) needs?
N/A	
9.	How does the needs assessment address homeless student(s) needs?
N/A	
10.	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?
	<p>Teachers gave input after collaborating through Grade Level/ Vertical Meetings, where the use of academic assessments was discussed. Working within the parameters of the curricula, indigenous assessments, and teacher-created summative /formative assessments, teachers implement these tools as a means to improve instruction and target areas of need. A teacher reflective survey was analyzed to consider best practices and suggestions for improvements.</p>
11.	Describe the transition plan for preschool to kindergarten, if applicable.
N/A	
12.	Describe the process used to select the priority problems and root causes for this plan?
	<p>Processes and techniques similar to those used to undertake the Needs Assessment were used. This included directly involving the following stakeholders: the SLC, SLC subcommittees, teachers, parents, students, community partners. School needs assessment priorities were identified by analyzing the Professional Development Survey, NJASK test data, AYP status, district-level assessments, school report card, Cambridge recommendations, teacher observations, and ongoing student data from the Progressive Data Analysis. The data collected by the data teams in literacy, math, science, use of technology, and parental involvement were reviewed and analyzed.</p>
	<p>In addition, the school held a number of faculty sessions and three community meetings all designed to provide maximum opportunity for stakeholder engagement. Student voice was heard both through teacher and parent advocacy, and also through focus group discussions.</p>
13.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?
	<p>The school is predominantly 89% African American, 10% Hispanic and 1% Other. Within these groups there are variable trends between males and females. In the primary grades, female students consistently out-perform males in both LAL and Math. However, in the higher grades the picture is more variable with males outperforming females in Math, but still under-performing relative to the females in LAL. Across all grade levels, Economically Disadvantaged students tend to perform slightly below the other subgroups.</p>
14.	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?
	<p>The school is a SINI Year 7 school and many of the teachers have been at the school for a number of years. The principal has been in the position for less than a year and there is evidence of improvement, particularly in the school culture. However, in order to ensure rapid improvement, it was deemed necessary to replace at least 50% of the staff as per the Turnaround model.</p>
15.	What is the process for removal of staff members deemed to be ineffective?
	<p>The LEA has agreed-upon criteria for the transfer of teachers from the school. These include student achievement measures, including growth models, both on internal and external assessments, teacher's grading of students, teacher evaluations, and attendance.</p>
16.	Describe the incentive for Nationally Board Certified Teachers and Principals.
	<p>There is currently no Nationally Board Certified staff, but there is one teacher currently in the process of seeking this certification. However, the school is</p>

looking to adopt the recommendations of the NJ Educator Effectiveness Task Force, March 2011.

The recommended incentives include:

- Administrative Days to be used at the teacher's discretion including but not limited to workshops, observations and visitations.
- Budget resources to attend conferences and/or seminars.
- Ability to present at district and/or Regional administrators' meetings.
- Provide opportunities for distinguished teachers to facilitate after school sessions for teachers considering the process.
- Chair/Member of SLC sub-committee including but not limited to Curriculum & Instruction and/or professional development.
- Mentor new teachers and/or become cooperating teacher to college students/practice teachers

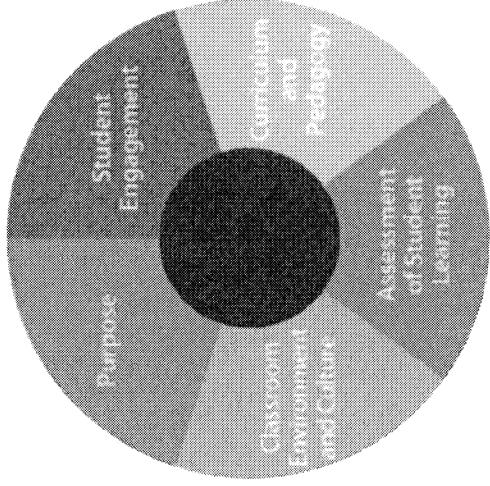
**Form S-7**

Use only one model template for each school.

Date: April 26, 2011

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**TURNAROUND PROJECT DESCRIPTION****LEA:** Newark Public Schools**Name of School:** Dr. Martin Luther King Jr.

<b>Evidence of Implementation Indicators</b>	<b>Implementation Description</b>	<b>Timeline</b>
	<p><b>Turnaround SIG Required Activity – 1:</b> Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.</p> <p><b>Implementation Guidance</b></p> <p>Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.</p>	<p>In response to the recommendations of the New Jersey Educator Effectiveness Task Force, March 2011, the LEA will utilize the ISLLC, 2008 Educational Leadership Policy Standards.</p> <p>To support the leaders' capacity in effecting rapid change and progress, the LEA will reinforce and provide leadership learning in the <b>5-Dimensions of Teaching</b> principles.</p>  <ol style="list-style-type: none"> <li>The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</li> </ol>

Leaders will develop their capacities to:

**1. Create a common, coherent, vision for teaching and learning:**

The school's revised vision defines the academic, social, and personal standards necessary for success in the 21<sup>st</sup> Century. The primary role of the school leader is to ensure that innovation and continuous improvement become **core values and expectations** that enable the achievement of these standards for all students.

In reinforcing and revisiting the school's vision and mission, the school leader will build a culture where there is **urgency** to prepare students for 21<sup>st</sup> Century professions. The mission will be upheld to ensure that content mastery and core skills in reading, writing, and computation is the expectation and outcome for all students.

The LEA will support turnaround implementation by guiding the principal in vision and mission revisiting during the pre-implementation phase, reflecting and confirming activities in Q1, and redefining activities in Q4.

The LEA will clarify the definitions of both vision and mission to ensure consistency across schools.

**2. Observe teaching and provide developmental feedback:**

The LEA will support the turnaround process by developing school leaders' capacity to measure the effectiveness of teaching by its impact on student learning. The LEA will use tools and processes that move leaders from historic compliance models of performance evaluation to measures of effectiveness as measured by student outcomes. Included in this work will be the following tools:

**Effective Classroom Observation (ECO)** This framework, aligned with the Charlotte Danielson's Framework, promotes the development of student learning by identifying when student learning is best and when student learning could be better. Leaders will be supported in looking at student progress made in relation to learning objectives and the effects of chosen teaching strategies. In this process, feedback to teachers is immediate and actionable in the next lesson they teach.

The principal and key school leaders will receive intensive training in this process, including observations of classrooms in other schools. During the course of the training, the principal and his team will create policy and procedure documents to use the ECO system across the whole school. The procedures will also include details of how all members of staff will be included in ongoing training.

**Professional Dialogue Tool** This is a process that organizes observation and evaluation of teaching and learning into professional goals with specific measures to be met in agreed-upon time frames. Through one-on-one discussion and agreed-upon target-setting, leaders are able to ascertain an individual teacher's commitment to the school's vision and mission and his or her belief in the ability of all students to learn. Through the collaborative compilation of data-driven targets, leaders can effectively measure a teacher's development and progress towards achievement of quarterly benchmarks. The Professional Dialogue leads to the creation of a Personal Professional Plan that supports all subsequent dialogues in the school's Self-Evaluation and Review Evaluation Process.

**3. Develop the capacity of others to improve teaching and learning.**

See Activity 1, Action 4

**4. Make effective use of successful practice to influence whole school change and improvement.**

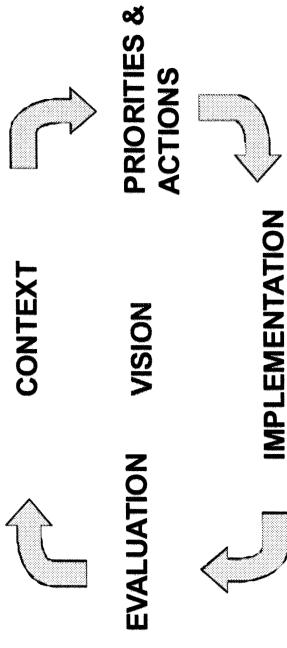
The LEA will establish support networks incorporating schools with clear track records of turnaround success. The schools will come from a range of settings, educational districts, states, and countries. In addition to school visits and network forums, the district will use webinar and live-link communications to share best practices, ideas, and concerns, and thereby developing the school leader's capacity to identify an issue, explain its impact and problem-solve towards resolution.

Using in-school self-evaluation and review processes, school leaders will identify successful practice and create expansion structures. These may include model lessons, teacher-led PD sessions, team teaching, peer observations, teacher forums, common planning time, job-embedded PD opportunities, and celebration events.

**5. Self-Evaluate and Review the work of the school to focus strategic development.**

The LEA will expect all schools to provide details of and regular reporting on the school's Self-Evaluation and Review processes and procedures. The process will be based on:

**The Cycle of Development and Improvement**



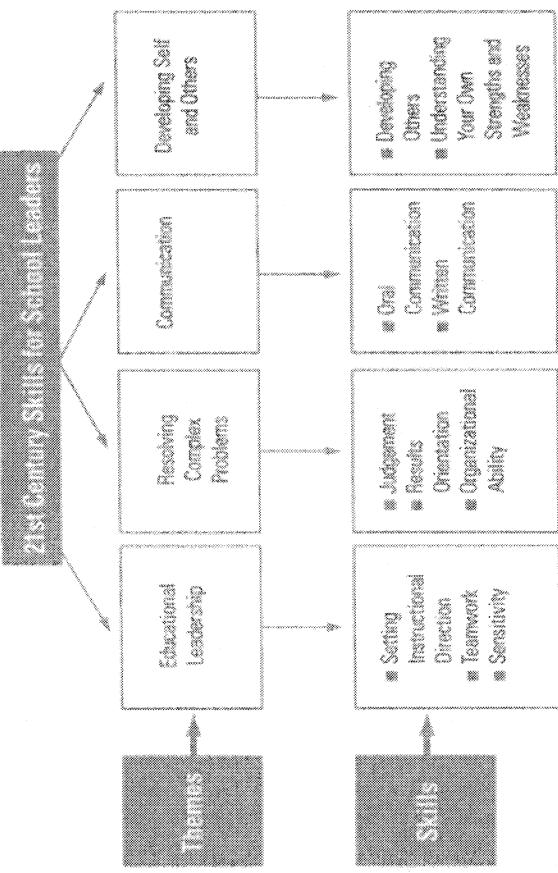
The LEA will hold the school accountable for using detailed data analysis, informed professional judgment, and clear evidence to support the changing school context and realignment of priorities and targets. The school will use this process to make evaluations for quarterly reports on the implementation of the project.

The LEA will create a comprehensive job description to guide and set expectations specific to the principal of a turnaround school. The job description will identify the essential competencies of a transformation leader to bring about rapid change.

These competencies will adhere to ISLLC, 2008 Educational Leadership Policy Standards. The LEA will support job-embedded leadership development in accordance with the policy standards, grouped as essential themes that drive leadership capacity building and improvement. These themes are: **instructional leadership; resolving complex problems; communication; and developing self and others.**

Supporting the overarching themes for development and improvement (cited in section 1), the LEA will seek to build 21<sup>st</sup> Century leadership competencies as indicated in this chart:

2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.



The LEA will facilitate development by:

- The appointment of Lead Turnaround Partner to support the principal
- ‘Rediscovery’ of learning about leadership at a Summer Leadership Academy
- Creating transparent and agreed-upon behavior indicators and descriptors of practice
- Providing examples of school leaders putting behaviors into practice
- Enabling forums for sharing and developing of ideas
- Devising professional plans with agreed-upon goals and set measures for all competencies
- Ensuring that there is a constant focus on job-embedded leadership development

<p>The Office of Innovation and Change (SIG Office) will oversee the implementation and development of all Turnaround Principals within the SIG District. The office will conduct affairs with the intention of earned autonomy based on professional judgment. In all aspects of work, principals will adhere to the LEA's procurement directives, but there will be no requirement to follow programs and processes mandated for other Newark Public Schools</p> <p>The empowerment of the principal and school staff to make local decisions is focused entirely on the quest for rapid rates of improvement for all students. The most important influence on the quality of learning is the effectiveness of teaching. To this end the LEA will work with the Newark Teachers Union to ensure:</p> <ol style="list-style-type: none"> <li>1. The recruitment plan is fully implemented within the planned timeframe.</li> <li>2. The removal of teachers who fail to demonstrate the required level of individual growth following the achievement of success indicators in Year 1 of implementation</li> <li>3. Agreements allowing the school leader to waive contract provisions, allowing changes needed to support learning by students at risk of failure.</li> </ol> <p>For all program and process decisions, principals will be required to submit accurately compiled documentation clearly stating:</p> <ul style="list-style-type: none"> <li>• Identified need, accurately supported by outcome or progress data</li> <li>• Evidence of collective decision-making processes</li> <li>• Supporting research materials giving evidence of success with the process or program</li> <li>• Exact roles and responsibilities for the implementation of the process or program</li> <li>• Predetermined measures of progress and success criteria</li> <li>• Timelines for analysis and self-evaluation</li> <li>• Agreed-upon reporting structures to all stakeholders</li> </ul>	<p>The LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. There will be a strategized approach for supporting principals in the school to build capacity of aspiring leaders in their schools. The LEA will also provide more formal training and development through a program of 'middle leader development' to ensure that future leaders develop the necessary repertoire of competencies at an early stage.</p> <p>The LEA recognizes that the essential qualities and competencies must include:</p> <ol style="list-style-type: none"> <li>4. The LEA establishes a pipeline of potential turnaround leaders.</li> </ol>
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<p><b>A Drive for Results</b></p> <ul style="list-style-type: none"> <li>• A record of implementing change, despite political and practical barriers</li> <li>• An unyielding belief that all students – no matter how disadvantaged – can learn</li> <li>• Organizing and planning skills to support each school in keeping on track</li> </ul>	<p><b>Relationship and Influence Skills</b></p> <ul style="list-style-type: none"> <li>• With other staff, parents and community organizations</li> <li>• Ability to disagree with others politely</li> <li>• Teamwork skills</li> <li>• Strong powers of positive persuasion</li> </ul>	<p><b>Readiness for Change</b></p> <ul style="list-style-type: none"> <li>• Open minds about ways to improve student learning</li> <li>• Willingness to learn about what kinds of big changes work under differing circumstances</li> <li>• Willingness to try new structures</li> <li>• No political agenda that may interfere with decisions about student learning</li> </ul>	<p><b>Knowledge to do What Works (Or Willingness to Acquire it Quickly)</b></p> <ul style="list-style-type: none"> <li>• Knowledge of formal and informal decision making processes</li> <li>• Knowledge of past efforts to change and improve schools</li> <li>• Knowledge of education management and effective schools research, with a focus on what has been proven to produce lasting learning results</li> </ul>	<p>The LEA will support the principal in developing the next generation of teaching leaders and school leaders. The development of teaching leaders will be the foundation for effective school leadership. The development of school leaders will be the foundation for effective school leadership in challenging school circumstances.</p>	<p>The LEA and principal will work hand in hand to identify emerging teacher leaders and school leaders within the school. In addition to job-embedded professional development, aspiring leaders will also have the opportunity to:</p> <ol style="list-style-type: none"> <li>1. Attend a summer academy in 2012</li> <li>2. Visit successful schools to shadow leaders</li> <li>3. Build a portfolio of evidence to support their leadership developments</li> <li>4. Increase leadership and management responsibilities at the school.</li> </ol>
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	<p>In addition:</p> <ul style="list-style-type: none"> <li>The LEA will identify, recommend and support potential leaders in pursuing relevant higher education opportunities.</li> <li>The principal will create systems and time for regular self-evaluation to encourage reflection on strengths and growth areas in a supportive context.</li> </ul>	
	<p>The LEA, through the Office of Innovation and Change (SIG Office), and in conjunction with the Lead Turnaround Partner, genuinely promotes the concept of shared leadership with respect to instructional capacity building in ways including:</p> <ul style="list-style-type: none"> <li>The creation of a School Instructional Leadership Team (SILT) – possibly comprised of the Principal, Curriculum, Teaching and Learning Leaders, School Operations Manager, Reading and Math Specialists , Grade Level Leaders and/or Master Teachers, and Lead Turnaround Partner (STIP or coach/mentor).</li> <li>Providing clear and appropriate job descriptions for all instructional and administrative roles, so that staff fully comprehend expectations and know how they will be held to account.</li> <li>Responding to the recommendation of the NJ Educator Effectiveness Task Force by appointing Peer Assistance Reviewers (PAR) to facilitate multi-level evaluation of teaching and learning.</li> <li>Ensuring that all teachers are totally conversant in the school's methods for effectively observing classrooms and have opportunities to develop observation and feedback skills.</li> <li>Encouraging collaborative decision-making regarding professional development plans that address whole school, group and individual needs, supported by rigorous and impartial needs analysis.</li> <li>Incorporating strong internal self-evaluation and review systems that focus on student progress and outcome data.</li> <li>Ensuring that the mission statement is upheld in the school's daily practice and that there is measurable progress towards the achievement of the school's vision.</li> <li>Improving reporting structures and mechanisms to all stakeholders.</li> </ul> <p>The LTP will provide “at-elbow” coaching and support to the principal on distributive leadership to enable him/to maximize the potential of the SLT.</p>	<p>Year 1 and ongoing</p>

<p><b>Turnaround SIG Required Activity – 2:</b> Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.</p>	<p><b>Implementation Guidance</b></p> <p>The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.</p>	<table border="1"> <thead> <tr> <th data-bbox="424 118 489 1978">Evidence of Implementation Indicators</th><th data-bbox="489 118 1011 1978">Implementation Description</th><th data-bbox="1011 118 1442 1978">Timeline</th></tr> </thead> <tbody> <tr> <td data-bbox="424 118 489 1978"></td><td data-bbox="489 118 1011 1978"> <ul style="list-style-type: none"> <li>• The LEA will make consistent use of <b>Achievement through Teaching Excellence - Teacher Evaluation and Performance Assessment Overview</b>, Newark Public Schools.</li> <li>• The rubric for judging the quality of teaching will be made known to all instructional staff.</li> <li>• The rubric will contain clear evidence measures so that instructional staff is fully aware of how to achieve and understands consequences of poor performance.</li> <li>• The LEA will ensure that schools create and implement a policy to regularly measure the impact of teaching on learning to accurately inform the overall teacher evaluation process. (<b>Effective Classroom Observation</b>)</li> <li>• The LEA will work with the Newark Teachers Union to ensure evaluation procedures are focused on the common goal of securing rapid progress of all students.</li> </ul> <p>In future years, the LTP will be directly involved in making recommendations on the recruitment and retention of staff.</p> </td><td data-bbox="1011 118 1442 1978"> <p>Pre-implementation March 2011</p> <p>As recommended by the NJ Educator Effectiveness Task Force, March 2011, the LEA will utilize the ISLLC, 2008 Educational Leadership Policy Standards as the main criteria for evaluating administrators.</p> <p>Year 1 and ongoing</p> </td></tr> <tr> <td data-bbox="424 118 489 1978"></td><td data-bbox="489 118 1011 1978"> <p>2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.</p> </td><td data-bbox="1011 118 1442 1978"> <p>Teacher Evaluation will mainly utilize the <b>Achievement Through Teaching Excellence - Teacher Evaluation and Performance Assessment Overview</b>, Newark Public Schools. 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In addition, in line with the recommendations of projects such as the Gates **Measures of Effective Teaching Project (MET)**, the LEA will also use a range of additional tools including:

- New Jersey Department of Education Standards for School Leaders
- Peer Assistance Reviewers (PAR)
- Master teachers
- Student classroom surveys
- Parental surveys
- Effective Classroom Observations

The LEA will engage teachers and administrators in processes that include student feedback as a measure of teacher effectiveness. As used in the Gates MET project, the TRIPOD survey process will provide data to demonstrate a teacher's capacity to support learning through the dimensions of CONTENT/PEDAGOGY and RELATIONSHIPS. This work is based on the work of Dr. Ron Ferguson, Harvard University.

As perceived by students, surveys provide data to establish a teacher's ability to:

1. Care
2. Clarify
3. Confer
4. Challenge
5. Control
6. Captivate
7. Consolidate

In relation to 5 student engagement targets:

- Trust (vs. Mistrust)
- Cooperation (vs. Resistance)
- Ambitiousness (vs. Ambivalence)
- Diligence (vs. Discouragement or Disengagement)
- Satisfaction and Efficacy (vs. Disappointment and Failure)

In recruiting the LTP, the LEA will particularly focus on a provider which has extensive experience and expertise in providing high quality training and support for administrators in undertaking effective teacher evaluation using multiple measures.

	A detailed framework for the evaluation process is provided in <b>Achievement Through Teaching Excellence - Teacher Evaluation and Performance Assessment Overview</b> , Newark Public Schools.	Year 1
3.	<p>In designing and providing relevant training, the LEA will utilize the findings of such projects as the Gates funded pilots in locations such as New York City, Memphis, Pittsburgh and Tampa, highlighting the need for continuous professional development in the areas of:</p> <ul style="list-style-type: none"> <li>• Pre-conferencing</li> <li>• Effective classroom observation</li> <li>• Scrutiny of student work</li> <li>• Post-conferencing</li> <li>• Providing constructive feedback, based on strengths and areas for development</li> </ul> <p>The LEA and the LTP will set goals for principals to inform the formal evaluation process through school-level creation and implementation of observation policy and procedures. The continuous and regular effective observation of teaching and learning will fully support the LEA's process for teacher evaluation.</p>	Year 1 and ongoing
4.	<p>In order to assess the effectiveness of the evaluation process the LEA will establish a regular pattern of monitoring, evaluation, review and revision. During any given year this will include:</p> <ul style="list-style-type: none"> <li>• Review of the evaluation cycle pre-implementation</li> <li>• Ongoing presence of LTP experts and on-site visits by LEA/Office of Innovation and Change staff and external education experts to shadow the evaluation process in a school</li> <li>• Discussion with the principal and Lead Turnaround Partner to establish the hierarchy of evidence used for review and evaluation processes</li> <li>• Examination of the evidence range and quality</li> <li>• LEA meetings to evaluate school reporting mechanisms and quality</li> <li>• Monitoring of progress towards the success indicators</li> <li>• Feedback from stakeholders to ascertain the level of their involvement</li> </ul>	Year 1 and ongoing
5.	<p>The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p> <p>The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.</p>	<p>The NJ Task Force on Educator Effectiveness and the Gates Measures of Effective Teaching project both highlight the importance of using a range of measures as part of the evaluation process these measure will include:</p> <p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li>• Student growth on state assessments</li> <li>• School wide performance measures</li> <li>• Other performance measures, for example: <ul style="list-style-type: none"> <li>- Interim assessment scores</li> </ul> </li> </ul>

<p><b>Teacher Performance</b></p> <ul style="list-style-type: none"> <li>- Teacher based formative/summative assessments</li> <li>• Classroom observations</li> <li>• Professional Efficacy</li> <li>• Other measures, for example:           <ul style="list-style-type: none"> <li>- Student classroom surveys</li> <li>- Teacher classroom surveys</li> <li>- Parent classroom surveys</li> <li>- Student attendance</li> <li>- Teacher attendance</li> </ul> </li> </ul> <p><b>Student Attitude and Engagement</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Punctuality</li> <li>• Exclusions</li> <li>• Suspensions</li> <li>• Reported incidents</li> <li>• On task behavior</li> <li>• Congeniality and respect</li> </ul> <p>In recruiting the LTP, the LEA will particularly focus on a provider which has extensive experience and expertise in providing technical assistance and utilizing multiple measures for student achievement as part of an effective teacher evaluation process.</p>	<p>The LEA will institute a cycle of monitoring, evaluation, reviews, and revision.</p> <p>This cycle will include:</p> <ul style="list-style-type: none"> <li>• Daily LTP input/presence and ongoing LEA visits</li> <li>• Desktop analysis of the evaluation rating, including inter-reviewer reliability</li> <li>• Student data analysis to match student growth against teacher evaluation ratings</li> <li>• Stakeholder surveys</li> <li>• A meta-analysis of findings</li> <li>• Report and recommendations</li> </ul> <p>Year 1 and ongoing</p>
	<p>6. The LEA monitors the evaluation process and reviews results.</p>

<b>Turnaround SIG Required Activity – 3:</b> Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	
<b>Implementation Guidance</b> Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions. The LEA should analyze placement of staff across schools to assure that students with the greatest need are placed with skilled, experienced teachers.	
Evidence of Implementation Indicators	Implementation Description
<p>1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.</p>	<p>The LEA will use best-practice research from around the world to create performance-based incentives that are measured against a set of ‘tiered’ Key Performance Objectives. Each objective will have clear success criteria. For example, in relation to student attainment:</p> <ul style="list-style-type: none"> <li>0 - At the end of the first year, annual AYP goals not met</li> <li>1- At the end of first year, annual AYP goals are met, at “safe harbor”</li> <li>2- At the end of the first year, annual AYP goals are met in full, except for one subgroup</li> <li>3- At the end of the first year, annual AYP goals are met in full</li> </ul> <p>The LEA will recruit an LTP which has extensive experience and expertise in providing technical assistance and experience in promoting union engagement in the development of fair and transparent performance based incentives.</p>
<p>2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers’ unions, and other relevant stakeholders.</p>	<p>In discussion with the Newark Teachers Union, incentives will be developed to recruit and retain teachers, including performance-based incentives.</p> <p>Already in place is a union negotiated rate for teachers and other staff participating in the extended learning hours for programs for all students. In the case of teachers, this is \$49 per hour, in Year 1, compared with a \$37 per hour rate for supplemental pay for other activities beyond the contractual school day. Incentives for administrators are being negotiated with the City Association of Supervisors and Administrators (CASAA) and will be in place by August 2011.</p> <p>The LEA will also follow the recommendations of the NJ Educator Effectives Task Force and provide additional incentives for master teachers. For example, those teachers who choose to participate may be entitled to one or more of the following incentives:</p> <ul style="list-style-type: none"> <li>• Administrative Days to be used at the teachers' discretion including <ul style="list-style-type: none"> <li>but not limited to workshops, observations and visitations.</li> <li>• PIF resources to attend conferences and/or seminars.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Ability to present at district and/or Regional administrators' meetings.</li> <li>• Provide opportunities for distinguished teachers to facilitate after school sessions for teachers considering the process.</li> <li>• Chair/Member of SLC sub-committee including but not limited to Curriculum and Instruction and/or professional development.</li> <li>• Mentor new teachers and/or become cooperating teacher to college students.</li> </ul>	<p>Policies will be developed, which are based on the recommendations made in the influential Performance-Based Dismissals, 2009 report by the Center on Innovation &amp; Improvement. These recommendations focus on:</p> <ul style="list-style-type: none"> <li>• providing greater flexibility and support for leaders in turnaround schools</li> <li>• including negotiating expedited processes for performance-based dismissals in turnaround schools</li> <li>• enabling greater flexibility over class sizes and classroom assignments</li> <li>• prioritizing recruitment, hiring, and placement for turnaround schools; and</li> <li>• assembling teams to help principals with dismissal procedures</li> </ul> <p>In recruiting the LTP, the LTP will seek to appoint a provider which has extensive experience and expertise in developing and implementing performance-based dismissals.</p>	<p>NPS has identified and advertised a range of posts, subject to budget confirmation which will enable the school to transform its faculty. These posts include:</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Reading Specialist</li> <li>• Math Specialist</li> <li>• Behavioral Specialist</li> <li>• Student Support Specialist</li> <li>• Community Relations Specialist</li> <li>• School Counselor</li> </ul> <p>Newark Public Schools will facilitate best practice hiring procedures which will include:</p> <ul style="list-style-type: none"> <li>• Transfer Job Fair</li> <li>• Administrative Recommendations</li> <li>• Recruitment from outside the district</li> <li>• College Recruitment</li> <li>• Student Teacher Partnerships</li> <li>• Utilize hiring committee to participate in a 3-Day Rigorous application and screening process where all committee members provide equitable feedback:</li> </ul> <ol style="list-style-type: none"> <li>1. Initial Interviews</li> <li>2. Demo Lesson evaluated by rubric</li> </ol>

	<p>3. Whole Day screening on the job (volunteer)</p> <p>4. Hiring Questions and Rubric</p> <p>The LEA will appoint an LTP which has extensive experience and expertise in assisting schools and districts to recruit and retain high quality teachers.</p>				
	<p>The Newark Public Schools’ “Achievement Through Teaching Excellence Teacher Evaluation and Performance Assessment Overview” is premised on empowering effective teachers. However, NPS recognizes that not all teachers are equally effective. The LEA and school will implement an early warning system as part of the performance evaluation process. If at any stage in the process an individual teacher is identified as underperforming, he or she can be provided with targeted support and assistance in a timely manner.</p> <p>NPS has recognized three Tiers:</p> <table style="margin-left: 40px;"> <tr> <td>TIER I No Demonstration</td> <td>TIER II Minimal Demonstration</td> <td>TIER III Partial Demonstration</td> </tr> </table> <p>There are clear procedures in place for any teacher who received an unsatisfactory annual evaluation the previous year. These include the school leader placing the teacher in the Teacher Assistance Program (TAP).</p> <p>In addition to in school and district support, the LEA, LTP and the school will also provide access to support and training from outside educational consultants who specialize in supporting and enabling underperforming teachers to grow.</p>	TIER I No Demonstration	TIER II Minimal Demonstration	TIER III Partial Demonstration	Annually
TIER I No Demonstration	TIER II Minimal Demonstration	TIER III Partial Demonstration			
	<p>5. LEA and school provide targeted assistance to underperforming teachers.</p>				

<p><b>Turnaround SIG Required Activity – 4:</b> Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p><b>Implementation Guidance</b></p> <p>Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students' learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).</p>	<table border="1" data-bbox="470 139 1426 1978"> <thead> <tr> <th data-bbox="478 139 551 1978">Evidence of Implementation Indicators</th><th data-bbox="551 139 747 1978">Implementation Description</th><th data-bbox="747 139 1426 1978">Timeline</th></tr> </thead> <tbody> <tr> <td data-bbox="478 139 551 1978"></td><td data-bbox="551 139 747 1978"> <p><b>Summer Institute:</b></p> <ul style="list-style-type: none"> <li>• Led by external partners and school leaders</li> <li>• Targeted trainings that cover Communication and Buy-In; Role Clarity; Infrastructure and ongoing</li> <li>• Capacity Building</li> <li>• Specific trainings that address teacher needs and support growth in the following areas:           <ul style="list-style-type: none"> <li>- Efficacy and professional responsibility</li> <li>- School Culture</li> <li>- Classroom Environment</li> <li>- Student behavior for learning</li> <li>- National and State academic standards</li> <li>- Use of data to determine grade and classroom level priorities</li> <li>- Aligned planning – curriculum mapping and planning for learning</li> <li>- Differentiation techniques</li> <li>- Teaching strategies</li> <li>- The teaching of reading and writing across all content areas</li> <li>- Working as teams and the development of Professional Learning Communities</li> <li>- Effective Classroom Observation</li> <li>- Evaluation and review processes</li> </ul> </li> </ul> </td><td data-bbox="747 139 1426 1978"> <p>Summer 2011</p> <p>Summer 2011</p> </td></tr> <tr> <td data-bbox="478 139 551 1978"></td><td data-bbox="551 139 747 1978"> <p>1. 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<p>activities that address the needs of actual students through collaborative research, analysis, decision-making, action planning, curriculum design, lesson planning, development of delivery strategies, observation of impact and effective feedback and discussion for development purposes.</p>	<p>Common priorities processes will enable teachers to focus on:</p> <ul style="list-style-type: none"> <li>• Key standards Competencies developed through common priorities that ensure full implementation of the Core Curriculum, with a particular focus on key standards</li> <li>• Assessment for Learning, which focuses on the use of formative assessment as a key component for student learning</li> <li>• Authentic Inquiry and Personalization by Pieces which enables teachers to design lessons which are relevant and evidence based</li> <li>• LAL coaching aimed at improving student achievement in LAL</li> <li>• Cross-reading content designed to encourage teachers of all subjects to be teachers of reading</li> <li>• Math coaching aimed at improving student achievement in math</li> <li>• SEAL – a program designed to building Social and Emotional competencies</li> </ul>	<p>Ongoing</p> <p>The LEA, LTP and the school will monitor and evaluate the levels of implementation of practices based on a range of measures including:</p> <ul style="list-style-type: none"> <li>• Effective Classroom Observation</li> <li>• Scrutiny of student work</li> <li>• Peer Assessment and Review</li> <li>• Teacher Evaluations</li> </ul> <p>The level of implementation will be measured by the LEA, LTP and school against a range of consistent standards including:</p> <ul style="list-style-type: none"> <li>• The Framework for Teaching</li> <li>• Implementation of the common core</li> <li>• Ongoing Data Analysis <ul style="list-style-type: none"> <li>- State test data</li> <li>- School formative assessments</li> <li>- Learnia</li> <li>- Student referrals / behavior incidents</li> </ul> </li> </ul>
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.</p>	<p>Annually ongoing</p>

	<p>As indicated in 4.1, the LEA, LTP and school will actively promote the school as a Learning Community. In addition to grade-level and content PLCs, the school will also develop PLCs that focus on wider professional learning.</p> <p>During the first year, the wider PLCs will focus on:</p> <ul style="list-style-type: none"> <li>• Authentic Inquiry and Personalization by Pieces - developing opportunities to make the curriculum more relevant</li> <li>• Community partnership - developing opportunities for the active engagement of the community in the school and the school in the community, this will include Higher Education, Police, Health and Social Services, small and big business</li> <li>• Parent University – developing a program of activities for parents which enable them to gain personal recognition and certification. In addition to providing Family Education and Parenting classes, this will include a range of adult education classes that will enable parents to extend their own education qualifications</li> <li>• Scheduling school visits for teachers to observe best practices in other schools</li> <li>• Extended Learning for Teachers, budgeting money for teachers to promote continued learning (advanced degree, additional certification)</li> <li>• Research and find opportunities for workshops and conferences for teachers to attend and turnkey to other staff members</li> </ul>	Year 1 and ongoing
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	<p>It is anticipated that the continuous professional development providers will be able to:</p> <ul style="list-style-type: none"> <li>• Promote student motivation for learning</li> <li>• Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline</li> <li>• Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement</li> <li>• Provide comprehensive, coherent, manageable, and integrated instructional and support programs</li> <li>• Recommend which existing programs are to be continued and which programs are to be eliminated</li> <li>• Promote parent capacity to support student engagement, motivation, and learning within school, at home and in the community</li> </ul>	Year 1 and ongoing
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school.		

<b>Turnaround SIG Required Activity – 5:</b> Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.		
<b>Implementation Guidance</b>		
	<p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, or hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer.</p>	
Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	<p>The LEA has established an Office of Innovation and Change (SIG Office), to which SIG schools will report. The Chief of Innovation and Change is a member of the Superintendent’s Executive Staff. There is also a SIG Director who reports to this office.</p> <p>The SIG school Principal will report directly to the Office of Innovation and Change and will be outside of the district’s typical geographical regional assignment.</p> <p>The LTP will also be held directly accountable to the Office of Innovation and Change.</p> <p>The school will establish a School Leadership Committee which, in addition to including the Principal and other key instructional leaders, will also include at least two parent and community representatives.</p>	Pre-implementation and ongoing Year 1 and ongoing
2. The LEA allocates resources to support the turnaround office or team.	<p>The LEA will allocate SIG funds directly to schools, following district procedures. These funds will only be used for the specific purposes identified in the school’s SIG application. Dr. Martin Luther King, Jr. School will contribute its proportionate share of the cost of SIG Director, Accountant, Clerk and Student Achievement Data Specialist if it is a SIG II funded school. The SIG Director, Accountant and Clerk are currently funded by SIG I schools.</p>	Pre-implementation and ongoing
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	<p>The SIG Office will play a key role in monitoring the effective and appropriate use of these funds. The SIG accounttant will provide monthly reports on spending to the SIG Director and Principals.</p> <p>The Office of Innovation and Change and SIG Director will be responsible for ensuring that SIG funds are used to supplement and not supplant existing funding.</p> <p>The LEA has reviewed and revised its policies to ensure that recommendations have been made to enable the school to effectively implement the reform measures. For example:</p> <ul style="list-style-type: none"> <li>• Transfer criteria have been established</li> <li>• A range of teaching posts which are specifically targeted at the turnaround school</li> </ul>	Pre-implementation Annual review and revision

<p>have been identified and advertised</p> <ul style="list-style-type: none"> <li>• The school is exempt from having to accept teachers on the basis of seniority</li> <li>• The school is exempt from attending any mandated district-wide PD</li> </ul> <p>The LTP will play a key role in ensuring that these revised policies and practices are implemented with efficacy and that they have maximum impact on student achievement.</p>	<p>The LEA will issue a series of RFPs specifically linked to the individual requirements of the school. All applications, but particularly the Lead Turnaround Partner, will be vetted against agreed-upon criteria. The Lead Turnaround Partner will be held accountable for the effective implementation of the turnaround program and in particular its impact on the professional growth of all staff and student achievement.</p> <p>It is anticipated that the LTP will be able to make recommendations related to the four areas identified in the MASS Insight Turnaround model:</p> <ol style="list-style-type: none"> <li><b>1. People: Authority over selection, compensation and work rules</b> <ul style="list-style-type: none"> <li>• Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly</li> <li>• Work with the LEA and school to recruit and recommend teachers and leader(s) who have a proven record of increasing student achievement</li> <li>• Recommend necessary restructuring of teacher and leader contracts</li> <li>• Develop and engage teachers and the leader in professional development aligned to programmatic goals</li> <li>• Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.</li> </ul> </li> <li><b>2. Time: Authority over scheduling, longer day, longer year</b> <ul style="list-style-type: none"> <li>• Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day</li> <li>• Require commitment from parents to allow additional time for instruction</li> <li>• Work with the LEA and the school to obtain a commitment from teachers to allow additional time for instruction and professional development</li> <li>• Develop and implement evidence-based discipline programs that minimize time out of school and/or class</li> </ul> </li> <li><b>3. Program: Flexibility to shape program to students' needs and turnaround priorities</b></li> </ol>
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	<ul style="list-style-type: none"> <li>Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline</li> <li>Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement</li> <li>Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community</li> <li>Provide comprehensive, coherent, manageable and integrated instructional and support programs</li> <li>Recommend which existing programs are to be continued and which programs are to be eliminated</li> <li>Consistent with state standards, recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students</li> <li>Organize programming to engage students' social and emotional development <ul style="list-style-type: none"> <li>Integrate all academic and support services</li> <li>Promote student motivation for learning</li> </ul> </li> </ul>	
	<p><b>4. Money: More budget flexibility, more resources</b></p> <ul style="list-style-type: none"> <li>Secure parental commitment and involvement through school choice</li> <li>Work with the LEA and the school to expand community support to garner human resources needed for reform</li> <li>Identify and recommend supporting partners to address social, emotional and behavioral issues</li> <li>Identify and obtain adequate materials from school system resources</li> <li>Identify and recommend outside resources needed for the reform effort</li> <li>Develop and recommend a budget to the School Board based on available per pupil amounts of local, general fund, school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround school</li> <li>Work with the LEA and the school to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort</li> </ul>	Pre-implementation
5.	The LEA has a clearly articulated plan to sustain reform beyond the funding period.	Newark PS

			Year 3
<p>As part of the sustainability plan, a governance structure will be established at the school level to provide for more autonomy and input into decision-making at each school. The plan will provide for the development of leadership skills within the local school community to develop an accountability structure for the school. This will necessitate the development of a structure which allows parents and community stakeholders more of an active role in supporting the school to achieve results for the community's children.</p> <p>The LEA will also need to modify the current school budgetary arrangements to ensure:</p> <ul style="list-style-type: none"> <li>• The school is able to undertake budgeting review</li> <li>• The school has maximum devolved authority , including the ability to move funds within headings, where this meets fiscal statutes</li> <li>• To ensure that the school has access to continuing funds to maintain any agreed-upon rewards and incentives, including all performance-related incentives</li> </ul>	<p>One-year school-based budget for FY 2011-2012 incorporates Achievement Benchmarks, Title I Unified Plans, School-Based Action Plans, CAPA Prioritizing Goals, school visits and walk-throughs, as well as the District Strategic Plan. The purpose is to ensure that schools and district work as a unified, simplified, coordinated, and collaborative system focusing on school improvement. The goal is to focus on the entire PK – 12 spectrums. Schools must ensure that every student in grades PK – 12 masters the New Jersey Core Curriculum Content Standards, examine formative and state assessment data, NCLB – Adequate Yearly Progress data to develop budgets that address the needs of all subgroups. The process has been designed so that the annual budget meets and fulfills federal, state, and district requirements. In addition to a district budget which is based upon student enrollment (general education, special education, at-risk free- and reduced-priced lunch), Title I, IDEA, and other grants will be used.</p>	Ongoing	
<p>6. The LEA and school align SIG resources with other resources to sustain interventions.</p> <p>The LEA, LTP and the school will ensure that all resources are fully aligned with the SIG plan. They will also work in partnership to maximize the impact of SIG funding by further supplementing resources available through seeking collaborative partnerships.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Pool resources from local medical and dental facilities already serving the community, to provide ‘wrap-around’ services</li> <li>• Collaborate with the institutions of higher education</li> <li>• Work in partnership with small/big businesses</li> </ul>	<p>Newark PS</p>	22	MLK S-7 Project Description

	<ul style="list-style-type: none"> <li>• Network with local government for leadership expansion, programming opportunities, and funding</li> <li>• Strengthen existing relationships with NJPAC, Prudential, Citizen Schools, Urban League, Sovereign Enterprises, Cultural organizations</li> </ul>
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<b>Turnaround SIG Required Activity – 6:</b> Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.		
<b>Implementation Guidance</b>		
If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.		
Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	<p>To foster public accountability for results and help focus improvement and support efforts, the LEA will have data systems in place to gather information that is critical to determining how schools and districts are progressing. To date, the LEA has introduced Power School, School Net, and Learnmia, and will support the school to ensure maximized use of these tools.</p> <p>In particular, Power School will utilize statistical data and align with School Net to analyze trends in student achievement as well as with various other data components, including the New Jersey Assessment of Skills and Knowledge data.</p> <p>The LEA will work in partnership with the school and the Lead Turnaround Partner to ensure that appropriate PD is provided to ensure that the school is able to use data effectively to drive instructional change both at grade level and vertically across grades.</p> <p>In appointing the LTP, the LEA will seek a provider that has extensive experience and expertise in the effective use of data to drive instruction and improve student achievement. During the first year, the LTP will build local capacity in the school by providing intensive job-embedded support and training for the administrators and teachers at Dr. Martin Luther King, Jr. School to ensure that they make maximum use of all data. The SIG Office will appoint a Data Specialist who will be responsible for developing, managing, packaging, analyzing and interpreting all currently available and newly developed sources of student achievement data for application to teaching and learning. This data will be made available to the Principal and LTP on a routine basis.</p> <p>In Year 1, the LEA will support the school with quarterly reporting of student academic achievement and growth in reading, writing and mathematics. In Year 2, reporting will add student academic achievement and growth in science and social studies. By Year 3 of implementation, the LEA may choose to report on other areas of student academic achievement such as information technology and physical education.</p>	Pre-implementation Year 1-3

<p>The school will use Power School to access statistical data and align with School Net to analyze trends in student achievement as well as with other data components.</p>	<p>The school will engage in a structured system for data collection and analysis to determine priorities. Data gathering will include:</p> <ul style="list-style-type: none"> <li>a. Demographic data: Ethnic population, mobility rate, poverty indicators, parents' education, housing, etc.</li> <li>b. Academic data: State and District test scores, school and classroom assessments, failure rates, interim progress reports, observation of classroom practice</li> <li>c. Diagnostic assessment data: reading, writing and mathematics (RTI)</li> <li>d. Behavior data: attendance, suspensions, referrals, expulsions, interventions, counselor support, bullying issues, etc.</li> <li>e. Miscellaneous data: satisfaction surveys (parents, staff, students), surveys of business and community members, exit interviews, etc.</li> <li>f. Student perception data: student shadowing, student forums</li> </ul> <p>Data analysis will involve:</p> <ul style="list-style-type: none"> <li>• Sorting by subgroup</li> <li>• Looking for patterns, growth and decline over time</li> <li>• Looking for correlations across subjects, classes, and teachers</li> <li>• Considering equity of access issues</li> </ul> <p>The school will also report the results of:</p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments given in August</li> <li>• Formative Assessments for math, LAL, and science given two times throughout the year</li> <li>• Summative Assessment for math, LAL and science in June</li> </ul>
	<p>2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.</p> <p>3. LEA and school ensure that instruction is aligned with standards and benchmarks.</p>
	<p>The LEA and the school have data systems in place which allow for the collection and transfer of data and the production of reports on all nine leading indicators.</p> <p>The LEA and the Lead Turnaround Partner will support the school in establishing a Data Team, led by a Vice Principal, consisting of the Data Specialist, teachers and staff representing all grade levels and all content areas. The LTP will coach the School Instructional Team and school Data Team in analyzing all quantitative and qualitative data</p>

<p>to ensure that teaching is on track with planning, as well as students showing growth with learning objectives.</p> <p>This team will be responsible for monitoring and developing monthly formative assessments to have consistent and up-to-date data for all students.</p> <p>The team will also help to facilitate the effective use of data to drive instruction, by ensuring that all teachers analyze data and plan for student learning across the grades, during grade-level and content-area collaborative planning sessions.</p>	<p><b>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</b></p> <p>The LEA and LTP will ensure the school facilitates effective pre-project support for all staff in establishing the knowledge and skills to analyze data and set priorities for action. The basic premises for this professional development will be:</p> <ul style="list-style-type: none"> <li>• Identification of useful data</li> <li>• Working collaboratively to analyze data</li> <li>• Agreement on priorities</li> <li>• Protocols and tools for recording analysis, communicating priorities and actions, and arranging review/evaluation cycle</li> <li>• The use of case studies to guide the establishment of best practice</li> </ul>	<p><b>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</b></p> <p>The LEA and the school, in partnership with the Lead Turnaround Partner, will provide intensive training and support for all teachers in specific strategies to address areas such as:</p> <ul style="list-style-type: none"> <li>• Curriculum-mapping,</li> <li>• Differentiation of teaching and learning</li> <li>• Personalization of learning</li> </ul> <p>During the regular PLC sessions, staff will receive training and support in the use of Understanding by Design for curriculum mapping and Common Priority Program, and for the collaborative development and design of lesson plans based on student data and peer-observations.</p> <p>The school leadership team will also develop an Operational Handbook that addresses protocols and processes for a variety of instructional, behavioral, and operational issues, including the use of data to guide instruction.</p>
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<b>Turnaround SIG Required Activity – 7:</b> Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.		
<b>Implementation Guidance</b>		
Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.		
Evidence of Implementation Indicators	Implementation Description	
	Timeline	
1. The SEA and LEA provide access to timely data to schools.	With the introduction of Power School, School Net, and Learnia, the LTP and the school now have access to timely data.  During the first year of implementation, the LTP and the SLT will focus on ensuring that this data is used effectively by all staff and administrators to inform and differentiate instruction.	Pre-implementation  Year 1
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The introduction of scheduled grade-level and content-area PLCs will provide structured time for PD and expanded-day partner collaboration.  During the Summer Institute, teachers will learn about data analysis and begin working with previous year's test results.  During the grade-level and content-area PLCs, teachers will examine student data in a variety of forms, including formative assessments, student work, and other components, led by members of the Data Team and guided by the LTP, Data Specialist and Reading and Math Specialists.	Year 1
3. The LEA has established annual goals for student achievement.	The LEA will establish annual goals for student achievement. These goals will be disaggregated by grade level and sub-groups, including boys and girls.  During the Summer Institute, these goals will be shared with all staff. Teachers, the school instructional leadership team, and expanded-day partners will then develop achievement goals for each class and every student for the coming academic year, based on longitudinal data.	Pre-implementation  Year 1  Ongoing

	The LEA has a range of ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The school will supplement the LEA's program by developing diagnostic tests for every grade, including LAL and math.	The LEA has a range of ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.
4.	The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	These assessment will include: <ul style="list-style-type: none"><li>• LEARNIA,</li><li>• DRA</li><li>• NJTAP-IN (Technology Assessment)</li><li>• Internal teacher driven assessments</li><li>• Assessments provided by external partner</li></ul>	The School Data team, School Instructional Leadership team and LTP will meet with the Principal once a month to review and evaluate the implementation of the use of data to guide instructional change and its impact on student achievement.
5.	LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	During this meeting, they will also identify and make recommendations regarding adaptations and changes to the process to further enhance its effectiveness.  In addition, the LEA, the school and the Lead Turnaround Partner will produce quarterly reports which provide a meta-analysis of school progress.	At the start of the school year the school will hold a parents' evening to introduce student progress data to parents.
6.	The LEA and school share student progress data with parents and students.	The school Report Cards will include formative assessment data (reading levels, LEARNIA, unit assessments)	Parent Conferences will be mandated for all students four times a year. In addition, teachers will ensure that all parents receive monthly updates on their child's academic and social progress.  Following Early Detection of At-Risk students, the school will notify parents so that learning plans are developed for these students partnership with parents.  Students will be aware of achievement data through individual student portfolios
			Authentic Inquiry and Personalization by Pieces will help students recognize and understand their own learning goals and data, by tracking their progress in 21 <sup>st</sup> Century skills development, against a set of globally recognized and approved standards

<b>Turnaround SIG Required Activity – 8:</b> Establish schedules and implement strategies that provide increased learning time for all students.	<p><b>Implementation Guidance</b></p> <p>“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.</p>	<table border="1"> <thead> <tr> <th data-bbox="567 1552 579 1974">Evidence of Implementation</th><th data-bbox="567 137 579 1172">Implementation Description</th><th data-bbox="567 1172 579 137">Timeline</th></tr> </thead> <tbody> <tr> <td data-bbox="579 1552 590 1974"></td><td data-bbox="579 137 791 1172"> <p>Worldwide research shows that there is a direct correlation between extended learning time and student achievement, provided that the extended time is used in an effective way to augment the traditional day.</p> </td><td data-bbox="579 1172 791 137"> <p>Pre-implementation and ongoing</p> </td></tr> <tr> <td data-bbox="791 1552 802 1974"></td><td data-bbox="791 137 1003 1172"> <p>The starting point for most schools in enhancing learning time is to maximize the use of the time currently available within the school day. In many schools, modifications to the daily schedule -- such as reducing the length and number of transitions, commencing the school with an advisory/learning session which coincides with the breakfast program, shortening the lunch break -- can generate between 30 – 60 minutes every day. In the average school, this translates to between 90 and 180 minutes of expanded learning time per week.</p> </td><td data-bbox="791 1172 1003 137"> <p>Extending the day for all students, and integrating out-of-school activities into the school program, can have a marked impact on the school culture and student achievement.</p> </td></tr> <tr> <td data-bbox="1003 1552 1015 1974"></td><td data-bbox="1003 137 1215 1172"> <p>Other schools have implemented alternate Saturday schools as a means of providing expanded learning time.</p> </td><td data-bbox="1003 1172 1215 137"> <p>Other school have extended the school year up to 20 additional days, thereby providing up to an additional 160 hours of learning time.</p> </td></tr> <tr> <td data-bbox="1215 1552 1227 1974"></td><td data-bbox="1215 137 1428 1172"> <p>Another approach, although it does not actually increase the number of learning hours but</p> </td><td data-bbox="1215 1172 1428 137"> <p>Newark PS</p> </td></tr> </tbody> </table>	Evidence of Implementation	Implementation Description	Timeline		<p>Worldwide research shows that there is a direct correlation between extended learning time and student achievement, provided that the extended time is used in an effective way to augment the traditional day.</p>	<p>Pre-implementation and ongoing</p>		<p>The starting point for most schools in enhancing learning time is to maximize the use of the time currently available within the school day. In many schools, modifications to the daily schedule -- such as reducing the length and number of transitions, commencing the school with an advisory/learning session which coincides with the breakfast program, shortening the lunch break -- can generate between 30 – 60 minutes every day. In the average school, this translates to between 90 and 180 minutes of expanded learning time per week.</p>	<p>Extending the day for all students, and integrating out-of-school activities into the school program, can have a marked impact on the school culture and student achievement.</p>		<p>Other schools have implemented alternate Saturday schools as a means of providing expanded learning time.</p>	<p>Other school have extended the school year up to 20 additional days, thereby providing up to an additional 160 hours of learning time.</p>		<p>Another approach, although it does not actually increase the number of learning hours but</p>	<p>Newark PS</p>
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has proved to be highly successful, is amending the school year to reduce the length of the summer break by taking more frequent short breaks during the year. This has the benefit of providing a series of breaks, usually at the end of 8- or 9-week grading periods, as well as reducing the transition time between one academic year and the next.

We will be partnering with Citizen Schools, a nationally-recognized model for expanded middle school learning time. Their flagship ELT campus is the Edwards Middle School in Boston, MA, was able, in just three years, to move from being 30% below to surpassing the Massachusetts average in 8<sup>th</sup> grade math proficiency.

Citizen Schools students in Boston have a 17% higher graduation rate compared to Boston Public Schools.

Citizen Schools also has a 95% college enrollment rate among its high school graduates compared to only 66% for the Boston public schools.

Dr. Martin Luther King, Jr. School is proposing to adopt the following expanded learning schedule:

1. The school day will begin at 8:00 am and go until 5:00 pm, Monday through Thursday. This will create an additional 2.5 hours per day for 4 days weekly and 350 hours across the year. Within this extended daily schedule, transition times will be reduced.
2. Friday will be an early-release day for students at 1:00 pm. Teachers and Expanded-day providers will use the 1:00 - 3:00 time block for collaborative planning, preparation, and professional development.
3. The school also proposes to extend the school year. School will begin the last two weeks in August 2012, adding 10 more days to the school year. Students will be present from 8:00 am to 12:00 pm. Four hours each day for 10 days will add an additional 40 hours of extended learning time. Teachers will stay until 4:00 pm for professional development.

4. *The NET total of extended learning time for students will therefore be 350 hours + 40 hours = 390 additional hours of learning time.* The summer extended learning is contingent upon the final SIG budget and recommendations of all stakeholders and Lead Turnaround Partner.
5. The school will also operate a targeted Saturday Academy which will provide students with academic support, as well as character-development activities and social-emotional supports.

The LTP and the LEA will be responsible for monitoring and evaluating the effectiveness of these programs, and, in particular, their impact on student achievement.

	<p>The school is seeking to significantly expand its links with the local community. Its vision for this aspect it to be "school in the community – a community in the school".</p> <p>Through the introduction of Authentic Inquiry and Personalization by Pieces and their focus on 21<sup>st</sup> Century skills, students will develop volunteer groups to help with community efforts</p> <p>Connections will be made with local medical and health teams (dental and health clinics) to provide assistance to community and families</p> <p>Connections will be made with faith-based organizations to support the community</p> <p>The school will establish a Parent University to offer training programs and resources including parent-education resources for parents.</p> <p>The school will work with the local community to identify mentors for students and Authentic Inquiry partners.</p> <p>In addition, the school will develop a print-rich community, establish financial literacy components, and incorporate language acquisition classes in Spanish, English, and Mandarin.</p> <p>The school will develop University partnerships for student engagement and matching students with mentors from local colleges and universities.</p> <p>In recruiting the LTP, the LEA will seek to appoint an LTP which has a proven track record in supporting schools to develop and implement a wide range of community partnerships.</p> <p>The LEA has agreed to allocate funds for extended learning hours including Saturday Academy. These funds will cover staff stipends and transportation.</p> <p>3. The LEA allocates funding for extended learning programs.</p>	<p>Pre-implementation</p> <p>Year 1 and ongoing</p>
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		Year 1-3
4. The LEA supports school leadership in developing and sustaining community partnerships.	The school will develop a range of committees and working groups with stipends to coordinate parent and community partnerships.	Year 1-3
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	<p>The LEA and the Lead Turnaround Partner will provide ongoing PD for staff which will ensure that extended learning program is aligned with the school curriculum.</p> <p>These will include for example</p> <ul style="list-style-type: none"> <li>● Authentic Inquiry and Personalization by Pieces</li> <li>● Common Priority Planning and Design</li> </ul>	Year 1-3 Ongoing
6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	The school Data Team, under the leadership of the Data Specialist and LTP, will include a sub-committee which will develop monitoring and evaluation processes and procedures to assess the progress and impact of all extended learning time activities. The Data Team will also track data trends for specific initiatives (such as Saturday Academy and Authentic Inquiry and Personalization by Pieces). This assessment will include the use of staff, student, parent, and community surveys.	Year 1

<b>Turnaround SIG Required Activity – 9:</b> Provide appropriate social-emotional and community-oriented services and supports for students.	
<b>Implementation Guidance</b> Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.	
Evidence of Implementation Indicators	Implementation Description
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>The LEA, LTP and the school are committed to fully implementing the Core Curriculum with fidelity and rigor. They will also engage a Lead Turnaround Partner who will provide training and support to ensure that there is vertical articulation and alignment as well as grade-level pacing guides which focus on academic content, skills and understanding. In recruiting an LTP, the LEA will seek to appoint a provider which has extensive experience and expertise in supporting schools in fully implementing a high quality Core Curriculum and Career and Technical Education program.</p> <p>The Core Curriculum will be further enhanced by the introduction of Authentic Inquiry and Personalization by Pieces which focus on the development and application of 21<sup>st</sup> Century skills.</p> <p>The school will also introduce and develop a SEAL program which promotes the social and emotional aspects of learning through literature.</p> <p>In order to ensure the effective implementation of these programs, the administration, LTP and school will review and revise its advisory program, especially in the middle school grades.</p> <p>The Community Relations Specialist and School Counselor will work closely with the School Leadership team and the LEA to develop effective community partnerships.</p> <p>They will make connections with a range of community organizations including:</p> <ul style="list-style-type: none"> <li>• Health services, police and social workers</li> <li>• University partnerships for student engagement, mentors from the university</li> <li>• Local philanthropic groups</li> <li>• Small and big business</li> <li>• Faith-based organizations to support the community</li> </ul> <p>Authentic Inquiry and Personalization by Pieces are both very effective programs for facilitating student engagement in the community and community engagement with the school. To implement both of these programs effectively, the school will seek community</p>

<p>involvement to ensure that all students are provided a learning mentor.</p> <p>The Urban League and Citizens Schools are strong partners for the school and each organization obtains grants in support of their work with the school. They will collaborate to obtain additional resources for the school which will support expanded learning for the children as well as the parents.</p>	<p>The Urban League of Essex County is a 94 year old social service institution that provides job training, earl childhood, mentoring, and youth development programs. It is located across the street from the school and is an active member of the School Leadership Committee. Over the past two years, the League led the development of a community-driven strategic plan for the Fairmount neighborhood. Over 1,000 residents participated in the neighborhood participated in the planning process which included focus groups, surveys, and community meetings. The holistic plan, which included a neighborhood needs assessment, focused on five key areas: employment and education, housing and economic development, youth and recreation, and health and nutrition, and community building. One of the key goals of the educational and economic component is to raise the level of literacy and educational attainment of the entire community and to ensure that all children in the community are reading by grade 3. The steering committee that lead the development of the plan included residents, businesses, churches, NPS, City of Newark, UMDNJ, Rutgers, on other local institutions and stakeholders. This committee will now become the Fairmount Neighborhood Association and will be an effective way for the school to obtain and leverage resources.</p> <p>Citizen Schools has developed a model Expanded Learning Day program for middle school students in grades 6-8. Program elements include apprenticeships, academic support, college to career connections and a culture of achievement.</p>	<p>The school will develop a Community Partnership Committee involving students, parents, staff, and other stakeholders to develop and review services to be offered at the school site.</p>	<p>The school will seek to develop ‘wrap around’ services at the school including a Health Center/Medical Clinic within the school for student and family support.</p> <p>The school will provide a range of PD activities, facilitated by the LTP, to enable staff members to gain the confidence which they will need to actively embrace and work effectively with partnership organizations.</p> <p>Time will be set aside within the Summer Institute and in the Professional Development Calendar bi-weekly meetings.</p>
<p>3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.</p> <p>4. Schools provide PD to ensure that staff members work effectively with partnering organizations.</p>			

	<p>This PD will also be facilitated by external partners with experience and expertise in community-based learning and will include partner organizations working alongside teachers on educational programming/curricular integration.</p>	
	<p>In addition to the School Leadership Committee, which will have at least two parents and community representative, the school will establish a Community Partnership Committee which will report back to all stakeholders</p> <p>Town Hall Meetings, dinners, and social events will be held to gain input from community members. The Urban League and the Fairmount Neighborhood Association will help to organize and coordinate these activities.</p> <p>Community leaders will be actively encouraged to visit the school and be guest leaders at staff PD and community events.</p>	Year 1 and ongoing
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	<p>A variety of evaluation tools, including surveys, will be used to collate and analyze data from events and services.</p>	

<p><b>Turnaround SIG Required Activity – 10:</b> Establish a system to collect data for the required leading indicators for schools receiving SIG funds.</p>	<p><b>Implementation Guidance</b> The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.</p>	<table border="1"> <thead> <tr> <th data-bbox="494 139 535 1974">Evidence of Implementation Indicators</th><th data-bbox="535 139 747 1974">Implementation Description</th><th data-bbox="747 139 1088 1974">Timeline</th></tr> </thead> <tbody> <tr> <td data-bbox="494 139 535 1974"> <p>1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.</p> </td><td data-bbox="535 139 747 1974"> <p>The LEA has established processes and procedures to collect and analyze data at various key points during the year. The school and its external lead partner will be required to produce quarterly report on progress against all nine leading indicators and the respective success criteria. These reports will highlight key successes and areas for development.</p> <p>The school will also report the results of</p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments given in August</li> <li>• Formative Assessments for Math, LAL, and Science given two times throughout the year</li> <li>• Summative Assessment for Math, LAL and Science in June</li> </ul> </td><td data-bbox="747 139 1088 1974"> <p>Pre-implementation Ongoing</p> </td></tr> <tr> <td data-bbox="494 139 535 1974"> <p>2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p> </td><td data-bbox="535 139 747 1974"> <p>The LEA and the school have data systems in place which allow for the collection and transfer of data and the production of report information on all nine leading indicators.</p> </td><td data-bbox="747 139 1088 1974"> <p>Pre-implementation and ongoing</p> </td></tr> </tbody> </table>	Evidence of Implementation Indicators	Implementation Description	Timeline	<p>1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.</p>	<p>The LEA has established processes and procedures to collect and analyze data at various key points during the year. The school and its external lead partner will be required to produce quarterly report on progress against all nine leading indicators and the respective success criteria. These reports will highlight key successes and areas for development.</p> <p>The school will also report the results of</p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments given in August</li> <li>• Formative Assessments for Math, LAL, and Science given two times throughout the year</li> <li>• Summative Assessment for Math, LAL and Science in June</li> </ul>	<p>Pre-implementation Ongoing</p>	<p>2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p>	<p>The LEA and the school have data systems in place which allow for the collection and transfer of data and the production of report information on all nine leading indicators.</p>	<p>Pre-implementation and ongoing</p>
Evidence of Implementation Indicators	Implementation Description	Timeline									
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<p>2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p>	<p>The LEA and the school have data systems in place which allow for the collection and transfer of data and the production of report information on all nine leading indicators.</p>	<p>Pre-implementation and ongoing</p>									

**Turnaround SIG Permissible Activity – 11:** A turnaround model may also implement other strategies.

**Implementation Guidance**

The strategies include:

- (i) Any of the required and permissible activities under the transformation model;
- (ii) A new school model (e.g., themed, dual language academy).
- (iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or
- (iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM).

Evidence of Implementation Indicators	Implementation Description	Timeline
1.A new school model	The school name will be changed to Dr. Martin Luther King, Jr. Community Campus, a change which reflects the integration of the building and staff with the surrounding community, and the promotion of pathways to high school and college success. The vision is to develop “ <i>a school in the community – a community in the school.</i> ”	Immediate
2. Providing operational flexibility and sustained support	In order to transform the school, there has to be a strategic operational change of role for the principal from the <b>managerial leader</b> to the <b>instructional leader</b> , resulting in an increase in time spent on improving teaching and learning.	Year 1

Educators acknowledge and research confirms, that administrative duties greatly reduce the time and focus that principals can devote to instruction; however, principals have so far been unable to find a way to eliminate time as a barrier.

Therefore, Dr. Martin Luther King, Jr. School needs the autonomy and flexibility to modify the staffing structures and create a series of key operational positions all of which are designed to allow the principal to appropriately delegate specific management tasks to other staff. This will ensure that the principal has sufficient time to provide strategic leadership and direction by placing an unrelenting focus on instructional leadership

1. **School Operations Manager** – The school will adopt an approach similar to the one advocated in the highly acclaimed School Administration Manager (SAM) Project. Since 2002, this project has guided principals to distribute management responsibilities and work with classified, or support staff, to keep routine management administration work from pulling the principal away from instructional leadership work. There is a variety of SAM models but in order to transform Dr. Martin Luther King, Jr. School, we advocate the creation of this new operational position.
2. **Student Achievement Data Specialist** - The Data Specialist will be responsible for developing, managing, analyzing, and packaging all currently available and newly developed sources of student achievement data. The Data Specialist will package this information to address the needs of administrators and teachers to drive increased levels of student achievement. This full-time position will incrementally increase student and school achievement beyond what is otherwise possible.

In recruiting the LTP, the LEA will seek to appoint a provider which has extensive experience in supporting and coaching administrators on the effective separation of administration and instructional leadership and in the effective use of flexible scheduling to extend high quality learning time.

## **Annual Student Targets – Form S8**

**DRAFT**  
**Form S-8**

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Date: April 26, 2011

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## ANNUAL STUDENT TARGETS

LEA: Newark Public Schools

Name of School: Dr. Martin Luther King, Jr.

GRADE SPAN & SUBGROUP		LANGUAGE ARTS			MATHEMATICS						
For Each Grade Span:	3-5	State Assessment	Baseline Target	2012 Target	2013 Target	2014 Target	State Assessment	Baseline Target	2012 Target	2013 Target	2014 Target
Total Students		State Assessment	15.3%	23.8%	39.0%	57.3%	State Assessment	26.2%	33.6%	46.9%	62.8%
Students with Disabilities		State Assessment	6.9%	16.2%	33.0%	53.1%	State Assessment	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students		State Assessment					State Assessment				
White		State Assessment					State Assessment				
African-American		State Assessment	14.4%	23.0%	38.4%	56.9%	State Assessment	23.0%	30.7%	44.6%	61.2%
Asian/Pacific Islander		State Assessment					State Assessment				
American Indian/Native American		State Assessment					State Assessment				
Hispanic		State Assessment	21.1%	28.9%	43.2%	60.2%	State Assessment	47.4%	52.6%	62.1%	73.5%
Others		State Assessment					State Assessment				
Economically Disadvantaged		State Assessment	14.8%	23.3%	38.6%	57.1%	State Assessment	25.9%	33.3%	46.6%	62.6%

**DRAFT**  
**Form S-8**

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Date: April 26, 2011

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**ANNUAL STUDENT TARGETS**

LEA : Newark Public Schools

Name of School: Dr. Martin Luther King, Jr.

GRADE SPAN & SUBGROUP		LANGUAGE ARTS		MATHEMATICS			
For Each Grade Span:	6-8	State Assessment	Baseline Target	2012 Target	2013 Target	2014 Target	Baseline Target
Total Students		State Assessment	17.9%	26.1%	40.9%	58.6%	State Assessment
Students with Disabilities		State Assessment	0.0%	10.0%	28.0%	49.6%	State Assessment
Limited English Proficient Students		State Assessment	16.7%	25.0%	40.0%	58.0%	State Assessment
White		State Assessment					State Assessment
African-American		State Assessment	14.2%	22.7%	38.2%	56.7%	State Assessment
Asian/Pacific Islander		State Assessment					State Assessment
American Indian/Native American		State Assessment					State Assessment
Hispanic		State Assessment	32.1%	38.9%	51.1%	65.8%	State Assessment
Others		State Assessment					State Assessment
Economically Disadvantaged		State Assessment	17.1%	25.3%	40.3%	58.2%	State Assessment

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**ANNUAL STUDENT TARGETS**

LEA: Newark Public Schools

Name of School: Dr. Martin Luther King, Jr.

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GRADE SPAN & SUBGROUP		LANGUAGE ARTS		MATERIALS							
For Each Grade Span:	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	
Total Students	Learnia	2.3%	12.0%	29.6%	50.7%	Learnia	9.2%	18.3%	34.6%	54.3%	
Students with Disabilities	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	0.0%	10.0%	28.0%	49.6%	
Limited English Proficient Students	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	0.0%	10.0%	28.0%	49.6%	
White	Learnia					Learnia					
African-American	Learnia	9.7%	18.8%	35.0%	54.5%	Learnia	8.8%	18.0%	34.4%	54.1%	
Asian/Pacific Islander	Learnia					Learnia					
American Indian/Native American	Learnia					Learnia					
Hispanic	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	14.3%	22.9%	38.3%	56.8%	
Others	Learnia					Learnia					
Economically Disadvantaged	Learnia	0.9%	10.8%	28.6%	50.0%	Learnia	0.0%	10.0%	28.0%	49.6%	

**DRAFT**  
**Form S-8**

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Date: April 26, 2011

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## ANNUAL STUDENT TARGETS

LEA : Newark Public Schools

Name of School: Dr. Martin Luther King, Jr.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	MATERIALS					Baseline	2012 Target	2013 Target	2014 Target
		Name of Measurement	2012 Target	2013 Target	2014 Target	Name of Measurement				
Total Students	Learnia	13.6%	22.2%	37.8%	56.4%	Learnia	1.6%	11.4%	29.1%	50.4%
Students with Disabilities	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students	Learnia	10.0%	19.0%	35.2%	54.6%	Learnia	0.0%	10.0%	28.0%	49.6%
White	Learnia					Learnia				
African-American	Learnia	24.2%	31.8%	45.5%	61.8%	Learnia	0.9%	10.8%	28.6%	50.1%
Asian/Pacific Islander	Learnia					Learnia				
American Indian/Native American	Learnia					Learnia				
Hispanic	Learnia	47.2%	52.5%	62.0%	73.4%	Learnia	0.0%	10.0%	28.0%	49.6%
Others	Learnia					Learnia				
Economically Disadvantaged	Learnia	9.3%	18.4%	34.7%	54.3%	Learnia	9.4%	18.5%	34.8%	54.4%

Date: April 26, 2011

Use only one model template for each school.

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Newark Public Schools

Name of School: Dr. Martin Luther King Jr.

<b>SIG Required Activity – 1 Turnaround</b>	Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
<b>SMART Goal:</b>	<b>In demonstrating rapid progress, the school will meet all NCLB targets, achieving adequate yearly progress for all groups and increase rates of progress for all other non-transient students in line with local expectations.</b>
<b>Indicators of Success:</b>	<ol style="list-style-type: none"><li>1. Identified subgroups will meet or exceed NCLB AYP targets</li><li>2. In testing grades, for all students who are in at least their second year at the school, each grade level cohort will reduce by 50% the gap between the proportion of students at proficiency level or above on the previous year's NJASK LAL and math tests, and by 75% at advanced level</li><li>3. All students make progress in line or above locally agreed expectations in reading, writing and mathematics.</li></ol>
<b>SBR Practice to Address Goal:</b>	<p><b>Establishment of vision and mission</b> Determining rapid progress in Year 1 to ensure successful academic outcomes for all students by the end of Year 3</p> <p><b>Confirmation of unyielding expectations that all students will learn</b> <b>Frequent monitoring of student progress</b> <b>Immediate responses to struggling students with no excuses</b> <b>Consistent improvement of teaching through job-embedded training and developmental feedback</b> <b>Uninterrupted and adequate time on core subjects</b> <b>Safe and orderly environment</b> <b>Strong home/school connection</b> <b>Strong leadership and management practices</b> <b>Implementation of an expanded learning day for all students</b></p>
<b>Description of Action Steps</b>	<b>Person(s) Responsible</b> (List all items from budget with page #)
1 New principal already in position	LEA
2 The new principal has the skills and attributes to be a transformational leader	Superintendent Item 5, page 1 • NJ Educator Effectiveness Task Force, March 2011 • ISLLC, 2008 Educational Leadership Policy

			Standards • Mentor reports	
3	Confirmation of reasons for failure through repeated data analysis exercise - guided by expert support	Principal, appropriate members of the existing staff, LEA, LTP	Student data (test data and internal progress data)	Data files Δ
4	Development of internal whole school assessment cycle - November 2011, February 2012 and May 2012 with corresponding assessment tools for measuring student growth in reading, writing and mathematics.	Principal, teacher teams, LTP	Budget Form C	School assessment cycle Student growth Data walls Δ
4	Creation of targets for all testing grades, <b>student by student</b> , demonstrating growth as per the success indicators and including interim benchmarks for Q1 and Q2 to allow the school to carry out rigorous self-review and evaluation	Principal, Certified Staff, LTP	Budget Form C	Student targets Student portfolios Δ
5	Share targets with all stakeholders to clearly demonstrate the setting of high expectations for student learning.	Principal, LTP, SIG Office	Budget Form C	Data walls Δ
6	Revisit existing school vision and mission statements to ensure that they convey the rapid need to improve as demanded by agreed targets. Make preliminary adaptations pending further whole staff revisions in Q1	Principal, teacher representatives, parent representatives, LTP		Mission and Vision statements Δ
7	Presentation to staff, parents and LEA of agreed-upon targets and interim benchmarks to existing staff. Confirmation of school's vision and mission to achieve these targets.	Principal, SILT, LTP, SOM	Budget Form A Budget Form C	Presentation Minutes of meeting Parent feedback Δ
8	August, 2011 - meeting of new and existing staff for day of team-building activities, focused discussion regarding student targets (whole school, grade level, subject level, sub-groups and individuals) and Vision and Mission confirmation.	Principal LTP	Budget Form C	Meet and Greet format Staff evaluations Δ
9	Create a time-line for tasks and actions in all months from August 2011-August 2012 to guide clear management and communication.	Principal LTP	Budget Form C	Time-line Δ
10	In August 2011, create whole school mid- and long-term professional development plan to address all needs as identified through Professional Dialogues and in LEA	Principal Reading and Math Specialists LEA	Budget Form A Budget Form C	PD program PD Evaluations Δ

11	Personal Professional Plans. This plan will be revised and improved through the school's self-evaluation and review processes during Year 1.	LTP			

11	Plan strategy for training and implementation of Effective Classroom Strategies for all staff on rolling cycle. Begin cycle with appointed coaches and leaders to observe and train next cohort of staff. All staff trained by end of Q2	Principal Reading and Math Specialists LTP	Budget Form A Budget Form C	PD program PD evaluation	Δ Δ

<b>SIG Required Activity – 2 Turnaround</b>	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.						
<b>SMART Goal:</b>	<b>All existing staff will meet or exceed the expected levels of effectiveness by June 2011 and all new hires by October 2011</b> 1. 100% of all staff rehired to the school use school assessment data to show evidence of progress for all students by June 2011. 2. 100% of all newly hired teachers use school assessment data to show evidence of progress for all students by November 2011						
<b>Indicators of Success:</b>	<b>With guidance and support from the LEA, the school will complete the full evaluation process of existing staff by April 30 2011. In accordance with all actions in Activity 4, new staff will be hired by June 30. Performance will be evaluated by measures agreed in Personal Professional Plans, using the locally adopted competencies, by December 2011, March 2012 and June 2012.</b>						
<b>SBR Practice to Address Goal:</b>							
Description of Action Steps	Person(s) Responsible  (List all items from budget with page #)	Resources  (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1 Using a combination of recent and past observations of teaching and learning, student assessment data and information from the Professional Dialogue meeting, group teachers in three tiers:  1. Those who demonstrate good skills, knowledge, commitment and expectations promote rapid student growth 2. Those who have the potential to do so with support 3. Those who do not demonstrate the necessary skills, knowledge, commitment and expectations to promote rapid student growth.	Principal, Team leaders Peer reviewers SIG Office LTP	Budget Form C	Teacher Evaluations Professional Dialogue tool	Δ			
2 Create professional plans for teachers in Tier 1 and those teachers in Tier 2 who demonstrate a significant sense of urgency, convey a clear understanding of the need for rapid growth and who unequivocally believe that students are able to learn (in total not exceeding 50% of the existing staff). Plans should include clear goals for teacher development with specific targets that demonstrate improvements for individual or groups of students by June 2011	Principal  Reading and Math Specialists LTP	Budget Form A Budget Form C	Teacher Evaluations Professional Plans			Δ	

3	By December 2011, Q1 School Self-Evaluation and Review completed by the following process: <ul style="list-style-type: none"> <li>• Q1 internal student assessments completed, graded, data compiled, analyzed and reported;</li> <li>• Senior Leadership Team review of data at subject, grade, class, cohort, teacher, sub-group and individual levels;</li> <li>• Compilation of all observations of teaching and learning;</li> <li>• Teacher reflection and self-evaluation completed against targets from Personal Professional Plan;</li> <li>• Individual Professional Dialogues completed and targets adjusted accordingly;</li> <li>• School Quality Review by external partners to create baseline report by which to measure progress in Q2 and Q3.</li> <li>• Report produced.</li> </ul>	Principal SLT Reading and Math Specialists Teachers LTP	School self-review Personal Professional Plans Individual Professional Dialogue reports School Quality Review
4	Teachers identified as ‘failing to meet student needs in more than two targets’ notified of dismissal by November 10, 2011.	Principal LEA	Professional Plans Staff transfer requests Δ
5	Teachers identified as ‘at risk of failing to meet student needs in more than one target’ notified. Additional short-term improvement targets created for evaluation by February 2012.	Principal LEA	Professional plans Staff transfer requests Δ
6	Teachers identified as exceeding Q1 short-term targets rewarded as per the agreed-upon incentive plan.	Principal LEA	Professional plans Staff transfer requests Δ
7	In order to promote rapid progress, leaders and LTP create plans for intensive job-embedded support for all teachers identified ‘at risk of failing to meet student needs in more than one target’.	Principal LTP	Budget Form C PD program PD evaluation Δ
8	Between December 2011 and March 2012, intensive support for all teachers identified ‘at risk of failing to meet student needs in more than one target’.	Principal LTP SIG Office	Budget Form C Professional Plans Staff transfer requests Δ
9	By end of March 2012, implement Q2 Self-	Principal	Budget Form C Professional Plans Δ

	Evaluation and Review Process as Action 8 (above). An additional aspect of Q2 process will be to measure the effectiveness of all support as outlined in Action 1step/above. Evaluations will follow the locally agreed procedures.	LEA SIG Office		Staff transfer requests		
10	Actions taken to support or replace underperforming teachers and coaches.	Principal HR SIG Office		Professional Plans Staff transfer requests	Δ	Δ
11	By end of June 2012, implement Q2 Self-Evaluation and Review Process as Action 8 (above). An additional aspect of Q3 process will be to measure the effectiveness of the principal to implement strategy and actions that:  Develop leaders and specialists in their support of other colleagues; Assure the consistent and rigorous implementation of policies and procedures to affect rapid progress Demonstrate improved outcomes for students.	Principal LEA	Budget Form A Budget Form C	PD program PD evaluation	Δ	Δ
12	Actions taken to support or replace underperforming principal.	LEA SIG Office HR		PD program PD evaluation	Δ	Δ

<b>SIG Required Activity – 3 Turnaround</b>	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.
<b>SMART Goal:</b>	<b>By July 31<sup>st</sup> 2011 there will be a full complement of staff with the necessary competencies to promote rapid student progress, all teachers will understand that their performance will be measured by student growth benchmarks and performance incentives will strongly encourage teachers' long-term commitment.</b>
<b>Indicators of Success:</b>	<p>1. All staff members have clear job descriptions that identify specific roles, responsibilities, tasks, and accountability structure for their position.</p> <p>2. All staff members know and understand benchmark targets set for student growth by each reporting period and demonstrate effective teaching supports progress towards these targets.</p>
<b>SBR Practice to Address Goal:</b>	<b>Use school context and student data to create detail recruitment plan</b>
Description of Action Steps	Person(s) Responsible  Resources (List all items from budget with page #)
1 <b>By end of August 2011</b> , principal to be supported in creating a detailed plan and general procedures for staff recruitment, based on renewed analysis of school context, student needs and staff vacancies. This plan should include: The identification of the selection committee Protocols for advertising posts Protocols and procedures for screening resumes Interview arrangements Scoring mechanisms for all interviewed candidates Protocols for final selections Notification arrangements	Principal Lead Turnaround Partner (LTP) LEA Office of Innovation and Change (SIG Office)  Budget Form C  NJASK and NCLB data Teacher assessment data Lesson observations Staff discussions  Δ
2 <b>By end of May 2011</b> , Create specifications and job descriptions for all available posts. These will include the following already identified needs: School Operations Manager Behavioral Specialist Community Relations Specialist Reading Specialist Math Specialist School Support Specialists (two) Additional Teachers	Principal LTP LEA Office of Innovation and Change  Job descriptions  Δ
3    Advertise locally, within the State and	Principal  Advertisements  Δ

	nationally to secure maximum response to specifically identified staffing needs.	LEA			
4	<b>By end of May 2011</b> , identify all potential candidates for each vacant position	Principal LEA Office of Innovation and Change HR	CVs	Δ	
5	<b>By August, 2011</b> , guided by local agreements, create the school's performance incentive plan. The plan should include: <ul style="list-style-type: none"> <li>• Incentives for teachers who effect progress in excess of agreed-upon targets</li> <li>• Leadership development opportunities for teachers who demonstrate excellent classroom practice (to support the development of others in the school)</li> <li>• Opportunities to attend conferences and external trainings to support further development of targeted areas (when progress is already noted)</li> <li>• Opportunities to visit other schools where effective practice has been noted that would further enhance progress towards agreed targets.</li> <li>• Rewards for commitment to the students that go above and beyond the expectations laid out in job descriptions.</li> </ul>	Principal LEA Office of Innovation and Change HR	Performance management	Δ	
6	<b>In June 2011 – Interviews and selection</b>	Principal Office of Innovation and Change LEA HR	Performance management	Δ	
7	<b>June 30 2011 – Notify all selected candidates</b>	Principal LEA	Performance management	Δ	
8	<b>During November and December 2011, Implement school self-evaluation and</b>	Principal LTP	Budget Form C Evaluation instruments and reports	Δ	

	review processes to ascertain achievement of individual and school targets. Take all necessary incentive and consequence steps.			
9	<b>During February and March 2012,</b> Implement school self-evaluation and review processes to ascertain achievement of individual and school targets. Take all necessary incentive and consequence steps.	Principal LTP	Budget Form C	Evaluation instruments and reports Δ
10	<b>During May and early June 2012,</b> implement school self-evaluation and review processes to ascertain achievement of individual and school targets. Take all necessary incentive and consequence steps.	Principal LTP	Budget Form C	Evaluation instruments and reports Δ
11	<b>In May and June 2012,</b> repeat as necessary all recruitment plans as agreed in Activity 1 (above).	Principal Office of Innovation and Change LEA	Budget Form C	NJASK and NCLB data Teacher assessment data Lesson observations Staff discussions Recruitment plan Δ
12	<b>In July 2012,</b> revise staffing structures to reflect staff improvements and growing ability to support growing school wide capacity building strategies. These plans should reflect all intentions of the agreed-upon performance incentives plan.	Principal Office of Innovation and Change LEA	Budget Form C	Revisions to plans Δ
13	<b>Between August and November 2012,</b> implement all revised plans for staffing structures and evaluate progress against agreed-upon targets.	Principal LTP Office of Innovation and Change LEA	Budget Form C	Evaluation instrument and reports Δ

<b>SIG Required Activity – 4 Turnaround</b>	<p>Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p><b>By July 15, 2011, all staff will have individualized Professional Development Plans that align with rigorously identified whole school needs to promote rapid student learning. These plans will include:</b></p> <ul style="list-style-type: none"> <li>Three short-term targets to be achieved by end of Q1 (December 2011)</li> <li>Clear measures by which to evaluate achievement of targets</li> <li>One mid-term target to be achieved by end of Q2 (March 2011)</li> <li>One long-term target to be achieved by end of Q3 (June 2011)</li> <li>Specific arrangements for job-embedded professional development in relation to identified needs</li> <li>Additional training arrangements (whole staff, external, beyond school day etc)</li> <li>Quarterly evaluation procedures</li> </ul>																
<b>Indicators of Success:</b>	<ul style="list-style-type: none"> <li>1. 80% of staff meet short-term targets by December 2011</li> <li>2. 90% of staff meet mid-term targets by March 2012</li> <li>3. 95% of staff meet long-term targets by June 2012</li> </ul>																
<b>SBR Practice to Address Goal:</b>	<p><b>Following the identification of existing staff members who will remain at the school, during May and June 2011 all resources will be used to immediately support development and improvement, as denoted by Professional Development Plans. Throughout July and August 2011, provide intensive professional development, training and collaboration time to ensure that all curriculum plans are fully ready for Q1 implementation.</b></p>																
<b>Description of Action Steps</b>	<table border="1"> <thead> <tr> <th></th> <th><b>Person(s) Responsible</b></th> <th><b>Resources</b> (List all items from budget with page #)</th> <th><b>Documentation</b></th> <th><b>Q1</b></th> <th><b>Q2</b></th> <th><b>Q3</b></th> <th><b>Q4</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>In August 2011, provide intensive professional development for all staff in the following priority areas:  The teaching of reading and writing across all subjects (best ELL practice) Data Analysis Differentiation Behavior Management Curriculum and lesson design through the Understanding by Design principles (backwards planning) – to include interdisciplinary unit design. Assessment procedures (including the accurate use of Learnia)</td> <td>Principal, LTP, external experts  Budget Form A Budget Form C</td> <td>Professional development plans</td> <td></td> <td></td> <td>Δ</td> <td></td> </tr> </tbody> </table>		<b>Person(s) Responsible</b>	<b>Resources</b> (List all items from budget with page #)	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	1	In August 2011, provide intensive professional development for all staff in the following priority areas:  The teaching of reading and writing across all subjects (best ELL practice) Data Analysis Differentiation Behavior Management Curriculum and lesson design through the Understanding by Design principles (backwards planning) – to include interdisciplinary unit design. Assessment procedures (including the accurate use of Learnia)	Principal, LTP, external experts  Budget Form A Budget Form C	Professional development plans			Δ	
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2	Support for grade-level planning in August 2011	Appointed leaders and reading and math specialists LTP	Budget Form A Budget Form C				
3	During common planning time – professional development in Common Priority Program (CPP) and the establishment of PLC's	Principal, identified teachers, LTP	Budget Form C	Training plans and training packages	Δ	Δ	
4	Training for specialists in ELL strategies	Principal, identified teachers, LTP	Budget Form A Budget Form C	Training plans and training packages	Δ	Δ	
5	Training for key staff supporting ELL students led by staff trained in above. Effective classroom observations to evaluate quality of implementation.	Principal, identified teachers, LTP	Budget Form C	Training materials Observations Needs assessment Teacher surveys	Δ	Δ	
6	Training led by lead science teacher for all staff at whole school PD and at common planning time for grade levels	Principal, identified teachers, LTP	Budget Form C	Training materials	Δ	Δ	
7	Embedded PD provided by specialists and leaders to address ongoing identified needs from effective classroom observations, monitoring of curriculum and lesson planning, and student assessment data. PD provide in content teams, grade level teams, teachers with similar needs, 1:1 mentoring, peer mentoring and support	Principal, leader teachers, Reading and Math Specialists Data Specialist LTP	Budget Form A Budget Form C	Training materials	Δ	Δ	
8	Train staff on writing better assessments Training for teaching to different learning styles (Gardner's Multiple Intelligences) and different learning levels in the same classroom (differentiated instruction). Training on child/adolescent development, especially for middle grades teachers to better prepare lessons appropriate for the developmental needs of their students.	Principal, identified teachers, LTP	Budget Form C	Training materials	Δ	Δ	
9	Training on how to set student goals, including training on investment of students in their goals.	Principal, identified teachers, LTP		Training materials	Δ		
10	Extend CLI (Children's Literacy Initiative) across all appropriate grade levels	Principal, Reading Specialist, LTP	Budget Form A Budget Form C	Training material, plans	Δ		

<b>SIG Required Activity – 5 Turnaround</b>	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.																																																
<b>SMART Goal:</b>	<b>The school makes local decisions based on identified student needs and sets targets for improvement that will be evaluated by the LEA before July 31, 2011</b>																																																
<b>Indicators of Success:</b>	<p>1. 95% success in each indicator from Activity 1      2. 95% success in each indicator from Activity 4</p> <p><b>SBR Practice to Address Goal:</b></p> <p>In agreement with the LEA, the principal will work alongside a LTP and a representative of the Turnaround Office to design and implement all turnaround plans. The principal will be evaluated by his ability to successfully implement plans as measured by success indicators included in the SIG application and by additional measures agreed with the LEA. Evaluation will be informed by:</p> <p>Feedback from bi-monthly meetings of the School Turnaround Committee (a committee designated by the LEA that will include non-teaching staff, teaching staff, parent and community representation, alongside school leaders, the Lead Turnaround Partner, the Turnaround Office and other LEA representation);</p> <p>Ongoing school self-evaluation and review reported in each quarter;</p> <p>Student, staff, parent and community surveys and feedback in Q1 and Q3;</p> <p>Internal assessment results (as per the agreed assessment cycle)</p> <p>NJASK test results</p>																																																
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	that performance incentives are rewarded accurately		reviews			
6	Fully implement the school's agreed-upon procedures for Self-Evaluation and Review to facilitate accurate reporting to parents and LEA	Principal, SLT, reading and math specialists, LTP	Budget Form A Budget Form C	Evaluation instruments and reports	Δ	Δ
7	Implement the agreed-upon processes for supporting teachers identified as at risk of failing students' learning needs.	Principal, VPs, Reading and Math Specialists LTP	Budget Form C	Professional Improvements Plans	Δ	Δ
8	Implement policies and procedures for performance-based dismissals, adhering to all LEA agreements and NTU and CASA negotiations	Principal SIG Office	Budget Form A Budget Form C	MOU, teacher contracts, dismissal procedures	Δ	Δ
9	Guided by rigorous data analysis, revise interventions, adjust scheduling and take all necessary immediate action to support students who are at risk of not achieving benchmark targets.	Principal, SLT, reading and math specialists, teachers Data Specialist	Budget Form A Budget Form C	Various forms of assessments, intervention plans	Δ	Δ
10	Follow LEA procedures for leadership evaluation.	Principal SIG Office	Evaluation instrument and reports	Δ	Δ	Δ

<b>SIG Required Activity – 6 Turnaround</b>	<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.</p> <p><b>By August 31, 2011, for all subjects and in all grades, the instructional program will include:</b></p> <p><b>Curriculum maps</b>  <b>Long-term plans</b>  <b>Medium-term plans for Q1</b>  <b>Short-term plans for September 1</b></p> <p><b>SMART Goal:</b></p> <p><b>By December 31, 2011, the instructional program will include:</b></p> <p><b>Medium-term plans for Q2</b>  <b>Short-term plans for January 1</b></p> <p><b>By March 31, 2012, the instructional program will include:</b></p> <p><b>Medium-term plans for Q3</b>  <b>Short-term plans for April 1</b></p> <p><b>Indicators of Success:</b></p> <p><b>SBR Practice to Address Goal:</b></p>
	<p>1. The school's curriculum program will be fully aligned to State standards, provide for the progressive development of student skills and knowledge, and support adaptations to meet the needs of all achievement groups.</p> <p>2. 95% teachers effectively use long- and medium-term plans to create short-term plans that are differentiated, age appropriate and relevant to students' interests to promote rapid student progress.</p> <p><b>Curriculum Committee to review and evaluate current instructional program and all support resources. In response to identified student needs, decisions made regarding core instructional resources for reading, writing, mathematics, science and social studies. Committee to create a policy statement for the whole school curriculum, clearly identifying the school's philosophy and intent. This policy to clearly indicate that curriculum is not a set of textbooks and resources, but the clearly planned objectives and strategies for learning that will enable students to achieve expected standards, supported by the use of text books and other resources. Policy documents created for all subject areas stating aims, objectives, expected standards by end of grade level, strategies for delivery, and assessment and reporting arrangements.</b></p>

Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1 <b>During April and May 2011, review of curriculum provision and supporting materials and decisions made regarding core curriculum resources.</b>	Principal, curriculum committee, Reading and Math Specialists LTP		Recommendations for curriculum resources	Δ			
2 <b>Policy documents created by June 30 2011.</b>	Principal, curriculum committee, Reading and Math Specialists		Policy document	Δ			

		LTP			
3	In August 2011, purchase curriculum resources to support core programs and fill identified gaps. To include all technology needs as identified by the Curriculum Committee in response to students' needs.	Curriculum committee, SILT SOM LTP	Budget Form A Budget Form C	List of curriculum resources, purchase orders, invoices	Δ
4	Training for curriculum coaches and other new leaders in curriculum design – intended to support teacher teams in Action 8. Agreement on planning tools and expectations of teachers. Short-term plans to include specific formative/summative assessments to ascertain quality of learning in lessons and by end of learning block.	Principal, Reading and Math Specialists, LTP		Training materials, reflections	Δ
5	Intensive training in 'backwards planning' processes during Summer Institute for teachers.	LTP	Budget Form C	Training materials, staff reflections	Δ
6	Grade level planning in August 2011 – teacher teams with support provided by trained leaders	Principal, Reading and Math Specialists Teachers LTP	Budget Form A Budget Form C	Curriculum maps, pacing guides	Δ
7	Pre-school opening curriculum evening for parents and community, led by teachers.	Teachers, Reading and Math Specialists SOM LTP	Budget Form A Budget Form C	Curriculum summaries	Δ
8	Implementation of mid-term plans for Q1 – all short-term plans for learning in lessons monitored and evaluated by coaches and other leaders. Feedback provided in written format – with clear targets for improvement.	Principal, Reading and Math Specialists LTP	Budget Form A Budget Form C	Feedback documents	Δ
9	Effective classroom observations to support the evaluation of the effectiveness of planning and provide developmental feedback for all teachers	Principal, VPs, Reading and Math Specialists, LTP		ECO instrument	Δ
10	Job-embedded PD led by teacher teams – demonstrating effective planning and teacher assessment.	Reading and Math Specialists, Lead Turnaround Partner	Budget Form A Budget Form C	Agendas, training materials, notes, teacher reflection	Δ
11	Late November/early December - extended common planning time for all grade levels to create medium-term plans for Q2	Reading and Math Specialists, grade level leaders, LTP	Budget Form A Budget Form C	Detailed plans	Δ
12	Ongoing monitoring and feedback on short-	Principal, Reading and	Budget Form A	Feedback documents	Δ

	term planning for targeted teachers	Math Specialists, VPs	Budget Form C			
13	Include world languages in the school's curriculum design, training and organization in Summer Institute for teachers in July 2012	Principal, SILT, curriculum committee		World language curriculum		Δ Δ
14	Incorporate the development of information technology skills in all subjects and create a skills development check list to ensure that all students are prepared for the 21 <sup>st</sup> century workplace.	SILT, technology teacher/coordinator LTP	Budget Form C Budget Form E	Technology curriculum	Δ Δ Δ	Δ
15	Extend extra-curricular activities to include dance, music, and art, and extend provision for physical activity to ensure 150-minute weekly, per national recommendation.	Principal, SILT, curriculum committee		Revised schedules	Δ Δ Δ	Δ

<b>SIG Required Activity – 7 Turnaround</b>	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
<b>SMART Goal:</b>	<b>By June 2012, data regularly and rigorously supports individual teacher preparation time, common planning time, self-evaluation and review processes, dialogues between teachers and students, and reporting to parents.</b>
<b>Indicators of Success:</b>	<p>1. 95% of teachers create challenging and attainable targets for students, and students and parents fully understand the targets set for academic, social and personal growth and outcomes.</p> <p>2. Teachers make effective use of data to set interim benchmark to measure progress towards long-term goals.</p> <p>3. 95% of lessons meet the needs of individuals and groups of students.</p>
<b>SBR Practice to Address Goal:</b>	<b>The LEA and Lead Turnaround Partner will provide initial support to principal and other school leaders to carry out refined and intensive data analysis to complete Activity 1, Action in pre-implementation phase</b>
Description of Action Steps	Person(s) Responsible
	Resources (List all items from budget with page #)
1 At Summer Institute, provide intensive training for teachers in range of data collection, analysis of data to analyze priority messages, item analysis, analysis by all subgroups, creating goals and targets and reporting from data to leaders, students and parents	Reading and Math Specialists, LTP
2 Implement expectations for consistent and regular use of data during common planning time and prep sessions.	Principal, Reading and Math Specialists, PLC facilitators, LTP
3 Provide differentiated activities and job-embedded PD for all teachers who require specific or additional support	Principal, Reading and Math Specialists, LTP
4 Facilitate additional time for teachers to share, reflect upon and prioritize actions following grading of internal assessments in Q1, Q2, Q3, Q4	Principal LTP
5 Make use of PLCs to develop understanding and use of data, with emphasis on the continual improvement of school tools, processes and use.	Reading and Math Specialists, PLC facilitators LTP
6 Make rigorous use of school wide data to inform the self-evaluation and review processes	Principal, SILT Data Specialist, LTP
7 Create and implement clear, concise and accurate methods of reporting data to	Principal, SLT, Data Specialist, Community

	leaders, students, parents and the wider community.	Relations Specialist, LTP SOM	Budget Form C Budget Form D			
8	Use data analysis to refine benchmark targets and achievement goals.	Principal, SLT Data Teams, Data Specialist	Budget Form A Budget Form C	Revised benchmarks	Δ	Δ
9	Use carefully collated, analyzed and presented data for renewal planning and application.	Data Specialist, Reading and Math Specialists, grade-level leaders	Budget Form A Budget Form C	Revised planning documents	Δ	Δ

<b>SIG Required Activity – 8 Turnaround</b>	Establish schedules and implement strategies that provide increased learning time for all students.					
<b>SMART Goal:</b>	<b>Learning time is maximized to promote rapid rates of progress</b>					
<b>Indicators of Success:</b>	1. By Q1, 80% of students meet interim benchmarks 2. By Q2, 90% of students meet interim benchmarks 3. By Q3, students meet targets as per success indicators for Activity 1					
<b>SBR Practice to Address Goal:</b>	<b>Through processes of rigorous data analysis and target setting, the school will identify those aspects of student learning that will be most effectively supported by extended learning time. Scheduling will reflect these data-driven decisions.</b>					
Description of Action Steps	Person(s) Responsible <small>(List all items from budget with page #)</small>					
	Resources <small>(List all items from budget with page #)</small>					
	Documentation					
	Q1 Q2 Q3 Q4					
1 Establish schedules where time afforded to the development of reading, writing and mathematical skills is extended to 100-minute blocks per day.	Principal, SLT, LTP	Schedules	Λ			
2 Facilitate the teaching of science in two back-to-back periods in grades 3 and above	Principal, SLT	Schedules	Δ	Δ	Δ	Δ
3 Adjust the length of the school day to enable schedule adaptations. This includes expanding the school day: 8-5 Monday-Thursday and 8-1 Friday.	Principal, SLT	Revised school day	Δ	Δ	Δ	Δ
4 Extend all periods to accommodate 10 minutes of reading and writing input, regardless of subject, in all lessons. (All teachers to learn strategies during Summer Institute)	Principal, SLT, scheduling committee	Revised schedules	Δ	Δ	Δ	Δ
5 Extend the school year to begin in mid-August 2012	Principal, SLT	Revised school calendar				Δ
6 Following each assessment period, highlight students who will attend four weeks of Saturday school to repeat learning activities for identified gaps.	Principal, SLT	List of identified students	Λ	Δ	Δ	Δ
7 Plan for early back to school – August, 2012, to provide intensive support for: students who did not meet benchmark and/or State test targets; students who exceeded benchmark targets but underperformed on State tests; students who exceed expected	Principal, SLT, Reading and Math Specialists	Guidelines for writing learning goals				Δ

	levels in State tests					
8	Provide intensive workshops for parents in how to support extended learning at home (for example, opportunities for students, staff and outside partners to lead events focused on curriculum and learning strategies).	Principal, SLT, Community Relations Specialist, LTP SOM	Budget Form A Budget Form C Budget Form D	Training materials	Δ	Δ
9	Train as necessary and ensure that extended-day staff makes use of agreed-upon assessment procedures for all academic blocks that allow teachers to build on learning in subsequent lessons.	Principal, SLT, LTP	Budget Form C	Training materials	Δ	Δ
10	Create departmentalized structures for upper elementary and middle school students	Principal, SLT, LTP	Budget Form C	Training materials	Δ	Δ

<b>SIG Required Activity – 9 Turnaround</b>	Provide appropriate social-emotional and community-oriented services and supports for students.
<b>SMART Goal:</b>	Teachers will understand and be able to demonstrate that the development of students' social and emotional skills through the use of effective curriculum, support and links with community partners positively influences the achievement of academic targets.
<b>Indicators of Success:</b>	<p>1. Incidents of poor behavior diminish by 75%</p> <p>2. Links with parents and the community increase by 75%</p>
<b>SBR Practice to Address Goal:</b>	The school will implement a SEAL program that develops students' skills citizens and promotes building of good character. Parents invited to SEAL workshops where expectations are clearly set and supports for home provided. Community links will be enhanced and extended to allow students wider opportunities to develop SEAL characteristics.
Description of Action Steps	Person(s) Responsible  (List all items from budget with page #)
1 Build on the work of Citizen Schools and Urban League to promote better parent/school relationships by agreeing to clear and consistent communication procedures and expectations for information that is relayed.	Principal, SLT, LTP, Community Relations Specialist  Budget Form A Budget Form C
2 Further the partnership with Urban League interventions in response to data analysis – with embedded PD for staff.	Principal, SLT Behavioral Specialist Data Specialist  Budget Form A Budget Form C
3 Tiered Positive Behavior Support interventions in response to data analysis – with embedded PD for staff.	Principal, SLT School Counselor LTP  Budget Form A Budget Form C
4 Implement a program of character development and skills for citizenship – Social and Emotional Aspects of Learning (SEAL) – woven through curriculum design and included in short-term plans (with the expectation that all teachers will see this as a key requirement of their teaching).	Principal, SLT, LTP SOM Community Relations Specialist  Budget Form A Budget Form C Budget Form D
5 Establish town hall meetings and advisories to address the current needs of students.	Principal, SLT, School Counselor Behavioral Specialist  Detailed plan
6 School wide implementation/maintenance of current anti-bullying plan. Continued training with staff and parents	Principal, SLT, School Counselor Behavioral Specialist  Detailed plan

7	Connect with community and high school resources to address gang concerns	Principal, SILT School Counselor		Minutes of meetings and phone call logs	Δ	Δ	Δ	Δ	Δ
8	Work with community programs to establish a wrap-around services to address needs of parents and students	Principal, SILT, Community Relations Specialist		List of outreach partners			Δ	Δ	Δ
9	Training in investing influencers, such as connecting with families and community members in a way that best supports high expectations and student achievement. (For example, using Citizen Schools and Urban League as partners to help school staff increase ability to invest a multitude of influencers.)	Principal, SLT, Community Relations Specialist LTP	Budget Form A Budget Form C	Training materials		Δ	Δ	Δ	Δ
10	Creation and training of a behavior committee that will collaborate on using data to inform necessary interventions for staff and students	Principal, LTP Community Relations Specialist Behavioral Specialist	Budget Form A Budget Form C	Training materials	Δ				
11	Create parent/student class where they learn together for a given period of time.	Principal, SILT, Community Relations Specialist, LTP	Budget Form A Budget Form C	Program guides		Δ	Δ	Δ	Δ
12	A parent/community advisory board will be created with clear objectives and deliverables: require parents to attend some classes, make PTA accountable to a function, term limits on PTA, parental mandates	Principal, SILT, Community Relations Specialist LTP	Budget Form A	By-Laws		Δ			

<b>SIG Required Activity – 10 Turnaround</b>		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.					
<b>SMART Goal:</b>		<b>SIG reporting will be managed and completed in an efficient and timely manner</b>					
<b>Indicators of Success:</b>		1. All reports completed with comprehensive school self-evaluation and review data 2. All reports submitted on time and evaluated as at least of an acceptable standard.					
<b>SBR Practice to Address Goal:</b>		<b>The school will report on progress towards success indicators making rigorous use of self-evaluation and review data in all quarters. Draft reports will be compiled by the principal and other leaders, reviewed by the LTP and submitted to LEA for final check.</b>					
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b> (List all items from budget with page #)	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>
							<b>Q4</b>
1	Familiarize all involved staff with format and style of report writing.	Principal, LTP, Office of Innovation and Change (SIG Office)	Budget Form C	Reports			
2	Create timeline for writing and submission in all quarters.	Principal, LTP, Office of Innovation and Change	Budget Form C	Schedules			
3	Allocate writing responsibilities.	Principal LTP	Budget Form C				
4	Work collaboratively to check accuracy of content, format and style before submission to LEA.	Principal, SLT, Office of Innovation and Change LTP	Budget Form C	Reports	Δ	Δ	Δ
5	Respond to LEA comments in good time. Revise draft report.	Principal, SLT, Office of Innovation and Change, LTP		Reports	Δ	Δ	Δ
6	Resubmit to LEA.	Principal		Reports	Δ	Δ	Δ
7	Utilize Power School and additional e-supports to collect and disaggregate data.	Data Specialist LTP	Budget Form C	Multiple reports	Δ	Δ	Δ

<b>SIG Required Activity – 11 Turnaround</b>	A turnaround model may also implement other strategies.						
<b>SMART Goal:</b>	The LEA has provided the school with sufficient operational flexibility to enable the principal to become a highly effective transformational leader who focuses on instructional and strategic leadership						
<b>Indicators of Success:</b>	<p>1. Appropriate managerial issues have been delegated to key operational staff</p> <p>2. The school has adopted an extended year with school commencing in August for all staff and students</p>						
<b>SBR Practice to Address Goal:</b>							
Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1 Operational flexibility delegated to the school	Superintendent Office of Innovation and Change (SIG Office) Principal		Advisory Board Resolution Principals job description	Δ	Δ	Δ	Δ
2 LEA provides ongoing support	Superintendent Office of Innovation and Change, Lead Turnaround Partner (LTP)		LEA support meeting minutes NTO notes of visit OP notes of visit	Δ	Δ	Δ	Δ
3 Key Operational posts identified	SIG Office Principal HR		Job descriptions Job adverts	Δ			
4 Director of Operations / School Administration Manager appointed	Office of Innovation and Change Principal HR		Letter of appointment	Δ			
5 Student Achievement Data Specialist appointed	Office of Innovation and Change LEA HR		Letter of appointment	Δ			
6 School calendar amended to include PD time for staff	Office of Innovation and Change Principal		School calendar 2011-2012 School schedule PD program	Δ			

# School Improvement Grant - Dr. Martin Luther King Jr. School

## Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

1. Personnel		Base Pay	Year 1	Year 2	Year 3	Total SIG Request
<b>Full-time Salaries. Salaries of staff aligned with Required Activities under the Model.</b>						
School Operations Manager - Management responsibilities for building operations and support staff, freeing building principal to focus on instruction. Budget Detail Form A, 200-100		106,790	106,790	106,790	109,460	323,040
Reading Specialist - Master's Level Certified Reading Expert to support teachers on content and pedagogy. Budget Detail Form A, 200-100		55,373	55,373	55,373	56,757	167,503
Mathematics Specialist - Master's Level Certified Mathematics Expert to support teachers on content and pedagogy. Budget Detail Form A, 200-100		55,373	55,373	55,373	56,757	167,503
Behavioral Specialist - Master's Level Certified Expert to support teachers with behavioral intervention for non-classified students. Budget Detail Form A, 200-100		61,028	61,028	61,028	62,554	184,610
Proportionate share of SIG Administration for accountability and reporting functions Student Achievement Data Specialist @ \$80,000. SIG Administration is under 5% LEA administrative cap. Budget Detail Form A, 200-100		80,000	80,000	80,000	82,000	242,000
Community Relations Specialist. Budget Detail Form A, 200-100		50,000	50,000	50,000	51,250	151,250
Student Support Specialist. Budget Detail Form A, 200-100		57,287	0	57,287	58,719	116,006
<b>Part-time Salaries. Supplemental salaries of staff aligned with Required Activities under the Model and based on union-negotiated rates.</b>						
Supplemental pay for Extended Learning Time (ELT) - instructional staff. Certified Teachers @ \$49/hr x 2.5 hrs x 140 days x 29 staff = \$497,550. Budget Detail Form A, 100-100		497,350	497,350	497,350	509,784	1,504,484
Supplemental pay for Extended Learning Time (ELT) - instructional support: Substitute Teachers @ 24/hr x 2.5 hrs x 140 days x 3 substitute teachers per day = \$25,200. Budget Detail Form A, 100-100		25,200	25,200	25,200	25,830	76,230
Supplemental pay for Extended Learning Time (ELT) - instructional support: Teacher Aides @ 19/hr x 2.5 hrs x 140 days x 4 aides = \$26,600. Budget Detail Form A, 100-100		26,600	26,600	26,600	27,265	80,465
Supplemental pay for August 2011 Team Building and Visioning ( <b>Pre-Implementation</b> ) and August 2012 Early school start up - instructional staff: Certified Teachers @ \$49/hr x 6.5 hrs x 10 days x 29 staff = \$92,365 ( <b>Pre-Implementation of \$46,182</b> ). Budget Detail Form A, 100-100		92,365	92,365	92,365	94,674	279,404
Supplemental pay for August 2011 Team Building and Visioning ( <b>Pre-Implementation</b> ) and August 2012 Early school start up - instructional staff: Teacher Aides @ 19/hr x 6.5 hrs x 10 days x 4 aides = \$4,940 ( <b>Pre-Implementation of \$2,470</b> ). Budget Detail Form A, 100-100		4,940	4,940	4,940	5,064	14,944
Supplemental pay for August 2011 Team Building and Visioning ( <b>Pre-Implementation</b> ) and August 2012 Early school start up - non-instructional staff: School Nurse, Guidance Counselor, Social Worker, Reading Specialist, Math Specialist, Technology Coordinator, etc. @ \$49/hr x 6.5 hrs x 10 days x 6 staff = \$19,110 ( <b>Pre-Implementation of \$9,555</b> ). Budget Detail Form A, 200-100		19,110	19,110	19,110	19,588	57,808

Date: April 26, 2011

Page 1 of 4

**THREE-YEAR BUDGET AMOUNTS AND NARRATIVE**

**LEA:** Newark Public Schools

Name of School: Dr. Martin Luther King, Jr. ES

School	BUDGET AMOUNTS		
	Pre-Implementation	Year 1	Year 2
<b>School</b>	\$99,687	\$1,820,313	\$1,919,579
<b>LEA</b>	\$80,000	\$ 80,000	\$ 82,000
<b>Total Budget</b>	\$2,000,000	\$1,999,579	\$1,995,786

Budget Narrative

See Attached Three-Year Budget Narrative

# School Improvement Grant - Dr. Martin Luther King Jr. School

## Three Year Budget Narrative

**Period:** 09/01/2011 - 08/31/2014

				Year 1	Year 2	Year 3	Total SIG Request
Supplemental pay for Extended Learning Time (ELT) - non-instructional staff. Principal, VP, and School Operations Manager @ \$96/hr x 2.5 hrs x 140 days x 3 staff = \$100,800. Budget Detail Form A, 200-100				100,800	100,800	103,320	304,920
Supplemental pay for Extended Learning Time (ELT) - non-instructional staff. School Nurse, Guidance Counselor, Social Worker, Reading Specialist, Math Specialist, Technology Coordinator, etc. @ \$49/hr x 2.5 hrs x 140 days x 6 staff = \$102,900. Budget Detail Form A, 200-100				102,900	102,900	105,473	311,273
Supplemental pay for Extended Learning Time (ELT) - non-instructional staff. School Clerk @ \$32/hr x 2.5 hrs x 140 days x 1 staff = \$11,200. Budget Detail Form A, 200-100				11,200	11,200	11,480	33,880
<b>Total - Personnel Salary Costs</b>				<b>1,289,029</b>	<b>1,346,316</b>	<b>1,379,974</b>	<b>4,015,319</b>
<b>2. Fringe Benefits</b>							
Fringe benefits for all full-time staff per union affiliation and supplemental pay as per Budget Detail Form B				218,060	218,060	223,512	659,632
<b>Total - Fringe Benefits</b>				<b>218,060</b>	<b>218,060</b>	<b>223,512</b>	<b>659,632</b>
<b>3. Travel</b>							
Travel for School Leader to attend NJDOE Leadership Academy in July and August and monthly meetings. Cost: Daily mileage = 20 days x 100 miles (round trip) x \$.31 per mile = \$620. Toll= \$12 per day x 20 days = \$240. Budget Detail Form F, 200-580 ( <b>\$430 for Pre-implementation</b> )				860	860	860	2,580
<b>Total - Travel</b>				<b>860</b>	<b>860</b>	<b>860</b>	<b>2,580</b>
<b>4 Supplies. Supplies needed for implementation of Required Activities under the Model.</b>							
Supplies needed in support of Classroom instructional materials, extended learning time, Behavior Modification program and so on, as aligned with school needs and model implementation, and selected by Principal, LTP, and staff. Budget Detail Form D, 100-600				10,621	13,621	18,136	42,378
Parental Involvement: Refreshments at efficiency limits for breakfast, lunch, dinner and evening activities. Budget Detail Form C, 200-600 ( <b>\$1,000 of which will be for pre-implementation</b> )				6,000	5,000	5,000	16,000
Supplies for increased learning and rigor: Computer Lab Upgrades, Classroom Computer Upgrades .					70,000	70,000	140,000
<b>Total - Supplies</b>				<b>16,621</b>	<b>38,621</b>	<b>93,136</b>	<b>198,378</b>

## School Improvement Grant - Dr. Martin Luther King Jr. School

### Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

							Total SIG Request
				Year 1	Year 2	Year 3	
<b>Contractual. Services selected consistent with procurement process unded 18:A and needed for implementation of Required Activities under the Model.</b>							
5	Lead Turnaround Partner: Selected by competitive RFP process, the LTP will be responsible for supporting Principal in all components of model implementation including job embedded professional development to improve classroom instructional practices; using data to inform instructional strategies that support student engagement and differentiated instruction; extended learning for students; curriculum alignment and pacing; infusion of technology to support curriculum; parental involvement; community engagement and support; student attendance and discipline; teacher attendance and instructional effectiveness; quarterly reporting on all school metrics required under SIG; regular formative assessment of student achievement and so on.						
	Estimated Average Costs: Year 1 @ \$2000 per day x 200 days= \$400,000; Year 2 @ \$2000 per day x 120 days= \$240,000; Year 3 @ \$2000 per day x 60 days =\$120,000 Budget Detail Form C, 200-300 ( <b>up to 10 days in Year 1 for pre-implementation: \$20,000</b> )			400,000	240,000	120,000	760,000
6	External Provider for Positive Behavior Support/Classroom Management: Selected by competitive RFP process, the External Provider will work with the Principal, Lead Turnaround Partner and Behavioral Specialist to allow for dramatic improvement and traction in classroom management strategies.						
	Year 1 @ \$2000 per day x 28 days= \$56,000; Year 2 @ \$2000 per day x 10 days =\$20,000 Budget Detail Form C, 200-300			56,000	40,000	20,000	116,000
	Parent Involvement: Honorarium for speakers @ \$500 x 8 per year = \$4,000 Budget Detail form C, 100-300			4,000	4,000	4,000	12,000
	<b>Total- Contractual Services</b>			<b>460,000</b>	<b>284,000</b>	<b>144,000</b>	<b>888,000</b>
7	<b>Equipment needed to implement Required Activities under the Model.</b>						
	Equipment needed to increase learning time, support rigor, facilitate team teaching and curriculum alignment. Smart Boards with all supports including installation @ \$7,716 each . Year 1 pilot with 2 Smart Boards; Year 2 with 8; Year 3 with 20.			15,430	61,722	154,304	231,456
	<b>Total - Equipment</b>			<b>15,430</b>	<b>61,722</b>	<b>154,304</b>	<b>231,456</b>
9.	<b>Other Items. Items needed to implement Required Activities under the Model.</b>						
	<b>Total - Other Items</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
12.	<b>Total Costs</b>			<b>2,000,000</b>	<b>1,999,579</b>	<b>1,995,786</b>	<b>5,995,365</b>

**BUDGET DETAIL FORM A***Personal Services - Salaries**Function & Object Codes 100-100 and 200-100*

Date: 4/26/2011

**NGO TITLE: School Improvement Grant****SCHOOL NAME:** Dr. Martin Luther King Jr. School**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.

Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	
			For full-time positions: total annual salary x percent of time to the grant project = total	For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total
Activity 6, 8, 11	100-100	Certified teachers (extended learning time)	\$49/hr x 2.5 hrs x 140 days x 29 staff	497,350
Activity 6, 8, 11	100-100	Teacher Aides (extended learning time)	\$19/hr x 2.5 hrs x 140 days x 4 aides	26,600
Activity 6, 8, 11	100-100	Substitute teachers (extended learning time)	\$24/hr x 2.5 hrs x 140 days x 3 substitutes	25,200
Activity 1, 4, 7, 8	100-100	Instructional Staff-Certified teachers (early school year startup August 2011 and August 2012)	\$49/hr x 6.5 hrs x 10 days x 29 staff	92,365
Activity 1, 4, 7, 8	100-100	Instructional Staff-Teacher Aides (early school year startup)	\$49/hr x 6.5 hrs x 10 days x 4 staff	4,940
				<b>Total 100-100</b>
				646,455
Activity 3, 4, 6, 8, 11	200-100	School Operations Manager	Full time position: 106,790 x 100%	106,790
Activity 1, 3, 4, 5, 6, 7, 8	200-100	Reading Specialist	Full time position:\$55,373 x 100%	55,373
Activity 1, 3, 4, 5, 6, 7, 8	200-100	Mathematics Specialist	Full time position:\$55,373 x 100%	55,373
Activity 3, 4, 9	200-100	Behavioral Specialist	Full time position:61,028 x 100%	61,028
Activity 1, 3, 6, 7, 8, 9	200-100	Community Relations	Full time position:50,000 x 100%	50,000

## **BUDGET DETAIL FORM A**

## **Personal Services - Salaries**

Function & Object Codes 100-100 and 200-100

**NGO TITLE: School Improvement Grant**

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

**BUDGET DETAIL FORM B**  
*Personal Services - Employee Benefits  
 Function & Object Code 200-200*

Date: 4/26/2011

**NGO TITLE: School Improvement Grant****School Name: Dr. Martin Luther King Jr. School**

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.  
 Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED	FICA	TPAF	PERS	WRKR'S COMP	UNEMPLOY.	DISABIL.	HEALTH flat fee \$8,525	OTHER SPECIFY: Per Employ \$ 3,166	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
	GRANT REQUESTED SALARY AMOUNT	7.65%	7.67%	5.00% %	1.39% %	0.00% %	3.50% %				
Certified teachers	497,350	38,047			6,913					9.04%	44,960
Teacher Aides	26,600	2,035			370					9.04%	2,405
Substitute teachers	25,200	1,928			350					9.04%	2,278
Instruc (early startup)	92,365	7,066			1,284					9.04%	8,350
Instruc Aides(early startup)	4,940	378			69					9.04%	447
School Oprts Mgr	106,790	8,169	8,191		1,484			8,525	3,166	27.66%	29,536
Reading Specialist	55,373	4,236	4,247		770			8,525	3,166	37.82%	20,944
Math Specialist	55,373	4,236	4,247		770			8,525	3,166	37.82%	20,944
Behavioral Specialist	61,028	4,669	4,681		848			8,525	3,166	35.87%	21,889
Community Relations	50,000	3,825	3,835		695			8,525	3,166	40.09%	20,046
Student Achievement Data Specialist	80,000	6,120	4,602		1,112			8,525	4,749	31.39%	25,108
Support staff (early start)	19,110	1,462			266					9.04%	1,728
Support staff (ELT)	102,900	7,872			1,430					9.04%	9,302
Non-Inst staff (ELT)	100,800	7,711			1,401					9.04%	9,112

S-12

## BUDGET DETAIL FORM B

*Personal Services - Employee Benefits  
Function & Object Code 200-200*

Date: 4/26/2011

**NGO TITLE:** School Improvement Grant  
**School Name:** Dr. Martin Luther King Jr. School

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

S-13

**BUDGET DETAIL FORM C**

*Purchased Professional and Technical Services  
Function & Object Codes 100-300 and 200-300*

Date: 4/26/2011

**NGO TITLE:** School Improvement Grant  
**SCHOOL NAME:** Dr. Martin Luther King Jr. School

**SUBGRANTEE:**

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.  
 Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
					Rate x Time = Grant Req.
Activity 1, 6, 7, 8, 9	100-300	Parent Involvement: Honorarium for speakers	\$500.00	8	\$4,000.00
		Total 100-300			\$4,000.00
Activity 1, 2, 4, 5, 6, 7, 8	200-300	<b>Lead Turnaround Partner:</b> -Job Embedded Professional Development to Improve Classroom Instructional Practices. Activities include classroom instructional strategies that support student engagement, differentiated instruction, scheduling, and curriculum alignment. Estimated Average Costs Year 1 @ \$2000 per day x 200 days= \$400,000; Year 2 @ \$2000 per day x 120 days= \$240,000; Year 3 @ \$2000 per day x 60 days = \$120,000	\$2,000.00	200	\$400,000.00
Activity 4, 9	200-300	Professional Development Provider - Positive Behavior Support/Classroom Management Year 1 @ \$2000 per day x 28 days	\$2,000.00	28	\$56,000.00
		Total 200-300			\$456,000.00
		<b>TOTAL</b>		236	\$460,000.00

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## BUDGET DETAIL FORM D

## *Supplies and Materials*

Function & Object Codes 100-600 and 200-600

**NGO TITLE:** School Improvement Grant  
**SCHOOL NAME:** Dr. Martin Luther King Jr. School

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

## BUDGET DETAIL FORM E

Gainment

Function & Object Codes 400-731 and 400-732

**NGO TITLE:** School Improvement Grant  
**SCHOOL NAME:** Dr. Martin Luther King Jr. School

**NOTES:** Copy this form. RECIPIENT, CONCLUDING STATEMENT

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Activity 4, 6, 7	400-731	Equipment needed: Smart Boards (with needed projector, materials) to increase learning time and rigor, facilitate team teaching and curriculum alignment	\$7,715.20	2	\$15,430
		<b>Smartboard detail</b>			
		77" Interactive Whiteboard	2,310.00		
		SD Format Image	499.00		
		Audio System	247.00		
		Mobile Floorstand	1,399.00		
		On-Site Installation	760.00		
		Installation Materials	570.00		
		Security Devices	159.00		
		Epson PowerLite 83+ Projector	570.00		
		Network PC HP 8000 Elite, with 19" flat screen	645.00		
		Network Printer, HP P2055DN (22 ppm)	372.00		
		Computer installation	100.00		
		Surge Protector	7.00		
		Patch Cables	12.00		
		Shipping/handling (\$198/3 boards = \$66 per board)	66.00		
					\$15,430
					2

S-16

## **BUDGET DETAIL FORM F**

*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

**Form S-16**  
**NJ DEPARTMENT OF EDUCATION**  
**APPLICATION FOR FUNDS - BUDGET SUMMARY**

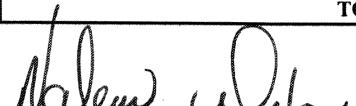
LEA Name: Newark Public Schools

School Name: Dr. Martin Luther King Jr. School

County/LEA/School Code: 13/ 3570 / 517

NGO Title: School Improvement Grant (Cohort 2 - Year 1)

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN	SIG TOTAL
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	COST SUMMARY (Column 4)	COST SUMMARY (Column 5)
<b>INSTRUCTION</b>						
Personal Services - Salaries	100-100			646,455		
Purchased Prof. & Tech Svcs.	100-300			4,000		
Other Purchased Services	100-500					
Supplies and Materials	100-600			10,621		
Other Objects	100-800					
<b>SUBTOTAL - INSTRUCTION</b>				<b>661,076</b>		
<b>SUPPORT SERVICES</b>						
Personal Services - Salaries	200-100			642,574		
Personal Svcs - Emp. Benefits	200-200			218,060		
Purchased Prof. & Tech Svcs.	200-300			456,000		
Subgrant Cost Summary	200-320					
Purchased Property Svcs.	200-400					
Other Purchased Services	200-500					
Travel	200-580			860		
Supplies and Materials	200-600			6,000		
Other Objects	200-800					
Indirect Costs	200-860					
<b>SUBTOTAL - SUPPORT SERVICES</b>				<b>1,323,494</b>		-
<b>FACILITIES ACQUISITION &amp; CONSTR. SVCS</b>						
Buildings	400-720					
Instructional Equipment	400-731			15,430		
Noninstructional Equipment	400-732					
<b>SUBTOTAL - FACILITIES</b>				<b>15,430</b>		-
<b>TOTAL COSTS</b>				<b>2,000,000</b>		-

  
Business Administrator/Chief Fiscal Officer

  
Date

## **Stakeholders Participation – Dr. Martin Luther King, Jr. School**

**SIG II Stakeholders' Participation – Dr. Martin Luther King, Jr. School**

Dr. Martin Luther King, Jr. School had meetings on the following dates at their school:

February 16

February 23

March 3

March 10

March 14

March 15

March 24

Participants: 213



Newark Public Schools  
The Office of Academic Services

SIG II Process Faculty Meeting  
Dr. Martin Luther King School  
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Verna Battle		Sp. Ed Teacher / Mlk	18913	vbattle@nps.k12.nj.us
Jara E. Satter		Sp. Ed Tech / msk	38119	tsalter@nps.k12.nj.us
Rolanda LeBron		Tech . Coordinator / b94	973-733-8230	rlebron@nps.k12.nj.us
Michelle Miller		Teacher / Dr Mlk	973-380-2336	mmiller@nps.k12.nj.us
Bridget Maybrel		Teacher / msk		bmaybrel@nps.k12.nj.us
Nichelle Johnson		Sp. Ed Techn / muk	201-887-8745	n2johnson@nps.k12.nj.us
Mrs. Linda Hernandez		Teach / msk	973-733-7368	zhernandez@nps.k12.nj.us



**Newark Public Schools**  
The Office of Academic Services

**SIG II Process Faculty Meeting**  
**Dr. Martin Luther King School**  
February 16, 2011

## Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Shirley J. Williams	Shirley J. Williams	Teacher Aide	913-824-8344	
Felicia Caldwell	Felicia Caldwell	Teacher Aide	913-393-8271	Felicia.Caldwell12002@yahoo.com
Sharon Berry	Sharon Berry	Brant Legion		
Cynthia Taylor	Cynthia Taylor	Literacy Coach ESL	913-560-9020	cynthia@bps.k12.nj.us
Farria Lowery	Farria Lowery	Teacher / PTA	912)368-1118	plowery@bps.k12.nj.us
DONALD BOLLE	Donald Bolle	Instrumental Music	(913)204-8032	donlebgm@bps.k12.nj.us
Juana Javier	Juana Javier	Bilingual Teacher	913-733-7368	Juana.javier@bps.k12.nj.us
Yvette Jackson	Yvette Jackson	Social Worker & MhK	913-733-7369	Yvette.Jackson@bps.k12.nj.us
Michelle Cappello	Michelle Cappello	Child Counselor	913-733-7369	Michelle.Cappello@bps.k12.nj.us



**Newark Public Schools**  
The Office of Academic Services

# SIG II Process Faculty Meeting

## Dr. Martin Luther King School

February 16, 2011

## Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Bashidah Bates	Ronaldah Bates	Dr. M.L.K. Jr	201-432-6411	r.bates@nps.k12.nj.us
Paula Blount-Harris	<del>Paula Blount-Harris</del>	Education Media Specialist/Mkt	802-371-2871	pharris@nps.k12.nj.us
Maria Ruth Glass	<del>Maria Ruth Glass</del>	Teacher	913-991-5361	<del>mglass@njk12.org</del>
Judy Gaines-Sloan	<del>Judy Gaines-Sloan</del>	Teacher	973-580-0784	<del>JGaines@njk12.org</del>
Jennifer I. Okorie	<del>Jennifer I. Okorie</del>	ESL teacher	973-862-3173	
John K. Davis	<del>John K. Davis</del>	Resource Teacher/Dr. Mkt	973-699-1503	<del>Keith.johndavis@njk12.org</del>
Roy Mass	<del>Roy Mass</del>	Resource Teacher/Dr. Mkt	908-333-0250	<del>Rmass@njk12.org</del>



**Newark Public Schools**  
The Office of Academic Services

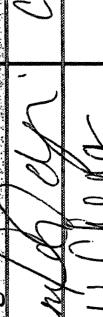
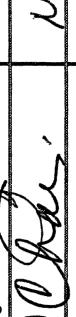
The Office of Academic Services

SIG II Process Faculty Meeting

Dr. Martin Luther King School

February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Jennifer Adjei		Citizen Schools		
Yushu Cheng				
Sylvia Monreal				
Marcelius Taylor				
Yasmin Schwartz		NPS. Title I	7116	
Tanet Chavis				



# Newark Public Schools

## The Office of Academic Services

The Office of Academic Services

SIG II Process Faculty Meeting

Dr. Martin Luther King School

February 16, 2011

Sign-In Sheet



Newark Public Schools

The Office of Academic Services

SIG II Process Faculty Meeting

Dr. Martin Luther King School

February 16, 2011

## Sign-In Sheet



**Newark Public Schools**  
**The Office of Academic Services**

The Office of Academic Services

SIG II Process Faculty Meeting

Dr. Martin Luther King School

February 16, 2011

Sign-In Sheet



**Newark Public Schools**  
The Office of Academic Services

**SIG II Process Faculty Meeting**  
**Dr. Martin Luther King School**  
February 16, 2011

## Sign-In Sheet

## APPENDIX J

Date: 2/23/14

Page 24 of

### DR. MARTIN LUTHER KING SCHOOL

### STAKEHOLDER PARTICIPATION

\* Include all stakeholders currently required under state and federal statutory and regulation.

**Stakeholder Committee Form**

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Application Development
Tai Dzozzo	VP	✓	✓
Dr. Geralynn M. Moore	Principal	✓	✓
Vivian Fraser	Urban League		
Van Hallau	Urban League	✓	✓
Cheryl Howard	Urban League	✓	✓
Linda Morris	Teacher		
Catherine Moore	Teacher	✓	✓
Dr. Gardner	DIA President		
Dr. Jeffress	Teacher	✓	✓
Dr. Jones	Teacher	✓	✓
John James	Teacher		

- (\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.  
Copy form as needed.

## APPENDIX J

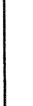
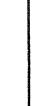
Date: 2/23/14

Page    of   

### DR. MARTIN LUTHER KING SCHOOL

### STAKEHOLDER PARTICIPATION

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Michele Phillips	Teacher	Yes	Yes	
Cynthia Weiss	Teacher, Parent, Student	Yes	Yes	
Nicelle Johnson	Teacher	Yes	Yes	
Toure Henri-Faller	Teacher	Yes	Yes	
Savion Perry	Parent liaison	Yes	Yes	
Jamelle Simmons	Teacher	Yes	Yes	
Bim Howell	Community	No	Yes	
Norman Dorel	Employee	Yes	Yes	
Karen Huston	Student, Older	Yes	Yes	
Roland Lebron	Teacher	Yes	Yes	
Vinny Sutton	Teacher	Yes	Yes	
Bethany Lowery	Teacher	Yes	Yes	

- (\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.  
Copy form as needed.

Date: March 3, 2011

**DR. MARTIN LUTHER KING, JR.  
STAKEHOLDER PARTICIPATION**

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form			
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development
Emilio A. Sanchez	Neighborhood Board		
Cynthia Berry	Neighborhood Board	<input checked="" type="checkbox"/>	
Consortia Boston Harbor	Parent	<input checked="" type="checkbox"/>	
Ogilda Crespo	Parent	<input checked="" type="checkbox"/>	
Bruce E. Warren	SHS Alumni (AAT)		
Edward Wren	Parent		
Rolandale Brown	Teacher		
Naomel Alagacin	Titizen Schools		
Jennifer Aditi	Citizen Schools		
Kox Anne White	ACI		
Nickecia Hunt	Citizen Schools		
Yasmin Shurine	Citizen Schools		
Carroll Taylor	Citizen Schools		
Wren Cherry	Citizen Schools		
Donald Parker	Parent		
Heather Parker	Parent		

(\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.

Date: 3/3/11

## DR. MARTIN LUTHER KING, JR. STAKEHOLDER PARTICIPATION

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form			
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development
Josephine McDowell	Central Office	✓	✓
Janet Hill	ULC	✓	✓
Victoria Park	Volunteer	✓	✓
Jeff Capello	Guidance Counselor	✓	✓
J. Korie	ESL Teacher	✓	✓
V. Marks	West Rogers Literacy Coach	✓	✓
C. Tubbs	Citizen Schools	✓	✓
Sylvia Monreal	Citizen Schools	✓	✓
David Jose	Citizen Schools	✓	✓
Diane Tracy	Parent	✓	✓
Michelle	Parent	✓	✓
Jamie Simmons	SAC Chair	✓	✓
Leanne Kolo	President	✓	✓
Monette Jackson	Social Worker	✓	✓
Ansel DeBraff	Grants	✓	✓
Jean Loutterer	Parent	✓	✓

- (\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.

Date: 3/3/11

## **DR. MARTIN LUTHER KING, JR. STAKEHOLDER PARTICIPATION**

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- (\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.

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3/3/11

### Sign in Sheet for 8<sup>th</sup> Grade Students Cell

Home

parents

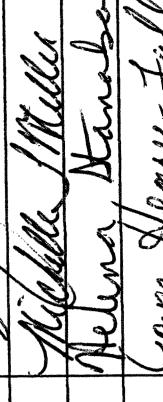
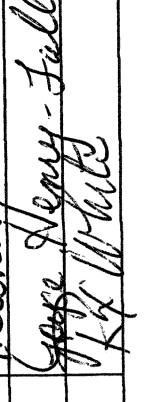
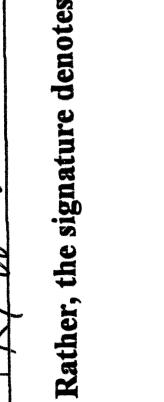
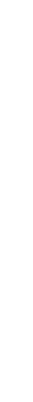
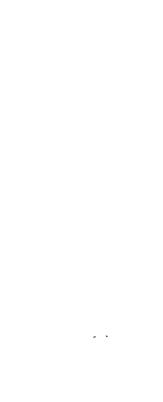
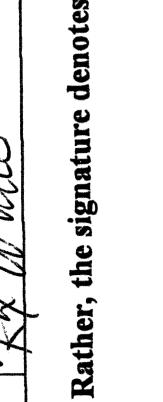
$$\begin{array}{r} 3 \\ \sqrt{3} \end{array}$$

**Sign in Sheet for 6<sup>th</sup> Grade Students**

Date: 3 | 10 | 11

**DR. MARTIN LUTHER KING, JR.  
STAKEHOLDER PARTICIPATION**

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application	Signature*
			Development	
Soumán Noguera	Cambridge Education			
Michelle Lareau	MLK - WEST			
Carla Moncal	Citizen Schools			
Cecilia Kozlak	Citizen Schools			
Felicity Caldwell	Teacher Aide			
Jeanie ABLES	Parent			
Lyneth J. Tuck	Teacher			
Christine Morales	Parent			
Tonyette Jackson	MLK Social Worker			
Michele Capellos	MLK School Counselor			
Yvonne Etchegaray	Parent			
Janet Sosa	Citizen Schools			
Michelle Miller	MLK Teacher			
Helena Stanaback	MLK Teacher			
George Henry-Fuller	MLK Teacher			
KayAnne White	At I			

- (\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.

Date: 3/10/11

## **DR. MARTIN LUTHER KING, JR. STAKEHOLDER PARTICIPATION**

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Date: 31/4/2011

**DR. MARTIN LUTHER KING, JR.  
STAKEHOLDER PARTICIPATION**

**\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.**

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in SIG Assessment	Participated in SIG Application Development	Signature*
Janeen Simmons	Teacher/SLC Chair	✓	✓	John Simmons Janeen Simmons
Monica Eicher	Parent	✓	✓	Monica Eicher
Carol Berry	Parent Liaison	✓	✓	Carol Berry
Michele Miller	Teacher	✓	✓	Michele Miller
Bing Hawtin	Citizen Schools - ELT Partner	✓	✓	Bing Hawtin
Yvonne Bello	ELTH Vice Principal	✓	✓	Yvonne Bello
Tony Tuzzo	Vice Principal	✓	✓	Tony Tuzzo
Dr. C. McKey	Principal	✓	✓	Dr. C. McKey
David Jose	Citizen Schools	✓	✓	David Jose
Dee Neesam	Cambridge	✓	✓	Dee Neesam
Denise Nembhard	Teacher	✓	✓	Denise Nembhard
Julia Fraser	Urban League	✓	✓	Julia Fraser

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3/15/11

**DR. MARTIN LUTHER KING, JR.  
STAKEHOLDER PARTICIPATION**

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIC Application Development	Signature
Sylvia Montreal	Citizen Schools			<i>Sylvia Montreal</i>
Marcellus Taylor	Citizen Schools			<i>Marcellus Taylor</i>
Jennifer Adler	Citizen Schools			<i>Jennifer Adler</i>
Lorraine Boston	Citizen Schools			<i>Lorraine Boston</i>
Dilma Crespo	Citizen Schools			<i>Dilma Crespo</i>
Sophia Smith	PULSE			<i>Sophia Smith</i>
Monica Taker	Social Worker			<i>Monica Taker</i>
Jennifer Okorie	ESL Teacher			<i>Jennifer Okorie</i>
Roy Moss	Resource Coordinator			<i>Roy Moss</i>
JH White	ACT			<i>JH White</i>

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Date: 3/15/2011

## **DR. MARTIN LUTHER KING, JR. STAKEHOLDER PARTICIPATION**

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Date: 3/15/11

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STAKEHOLDER PARTICIPATION**

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Date: 3/15/11

**DR. MARTIN LUTHER KING, JR.  
STAKEHOLDER PARTICIPATION**

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3/15/11  
Date:

**DR. MARTIN LUTHER KING, JR.  
STAKEHOLDER PARTICIPATION**

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

## **Stakeholder Committee Form**

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
MARINA ETHEROLGE Parent				Lorraine Etchegaray
FRED BOST	SIG Member			Fred Bost
DONNA JOHNSON	Volunteer			Susan Jones
VINA BUTTE	MTI Rep	✓	✓	Alemin Butte
Jeanne Tukos	Literacy Coach			J. Tukos
Janelle Simons	Teacher, SLC Chair	✓		Janelle Simons
TANISHA L. ABLE	Parent Volunteer			Tanishha Able
VIVIAN FRASER	Ur Community			Vivian Fraser
NANTEL ALAPIN	Citizen Schools			Nantel Alapin
YASMIN SCHNEIDER	Citizen Schools			Yasmin Schneider
DAUL ZUZO	VIP			Daul Zuzo
MICHAEL MISTER	Placeholder			Michael Mister
NICHELLE JOHNSON	Spec. Needs Tech			Nicchelle Johnson

- (\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.

Date: 3/15/11

DR. MARTIN LUTHER KING, JR.  
STAKEHOLDER PARTICIPATION

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

- (\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.

Date: 3/15/11

**DR. MARTIN LUTHER KING, JR.  
STAKEHOLDER PARTICIPATION**

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIC Application Development	Signature*
Yolanda SCHEES Y. Maxs	DIST. LEADER 17-W COMM ENVIRONMENT PH. iJR			

- (\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.



DATE OF MEETING: 3/24/2011

SCHOOL LEADERSHIP COUNCIL ROSTER/MEETING ATTENDANCE  
2010 - 2011

SCHOOL LEADERSHIP COUNCIL

SCHOOL: Dr. Martin Luther King, Jr. School

PRINCIPAL: Dr. Glen Wilson

Initial	Name	Office	Position/ Organ	Constituent Group	Work Phone	Home Phone	Address	Date Elected	Firm Term	Date Inactive	Training Status	Date Trained
<u>G</u>	Dr. Glen Wilson	Principal	Principal	733-3678	973-678-6339	790 East Clark Place, Orange, NJ 07050	293 N. Oraton Parkway, East Orange, NJ 07017	2001-06	5	10/3/01	SLC	6/96
<u>P</u>	Pamela Simmons	Chairperson	Teacher	733-7368	973-678-8125	3 Indiana Road, Somerset, NJ 08873	3 Indiana Road, Somerset, NJ 08873	2001-06	5	1/6/01	SLC	12/01
<u>M</u>	Michelle Miller	Teacher	Teacher	733-7368	973-416-1428	145 So. 15th Street, Newark, NJ 07107	145 So. 15th Street, Newark, NJ 07107	2001-06	5	9/20/10	2	9/20/10
<u>E</u>	Evelyn Wright	School Clerk	Support Staff	733-7609	973-508-6718	49 16th Avenue, Newark, NJ 07102	49 16th Avenue, Newark, NJ 07102	2001-06	5	9/20/10	2	9/20/10
<u>N</u>	Norman Dorch	Security Guard	Support Staff	733-7368	973-384-7261	1313 Huisse Street, Linden, NJ 07036	1313 Huisse Street, Linden, NJ 07036	2001-06	5	9/20/10	2	9/20/10
<u>T</u>	Theia Williams	Teacher Aide	Support Staff	733-7368	973-489-1035	219 Labrador Lane, Townsend, Delaware, 19734	219 Labrador Lane, Townsend, Delaware, 19734	2001-06	5	9/20/10	2	9/20/10
<u>V</u>	Vera Battle	Teacher/NTU Rep.	Teacher	733-7368	302-376-6650	22 Tara Drive, Matawan, NJ 07747	22 Tara Drive, Matawan, NJ 07747	2001-06	5	9/20/10	2	9/20/10
<u>D</u>	Denys MacCombs	Teacher	Teacher	733-7368	908-964-6053	1901 Manor Drive #B, Union, NJ 07083	1901 Manor Drive #B, Union, NJ 07083	2001-06	5	9/20/10	2	9/20/10
<u>C</u>	Carolyn Greer	Parent	Parent	733-444-2066	221 So. 10th Street, Newark, NJ 07107	973-642-2174	184 So. 12th Street, Newark, NJ 07107	2001-06	5	9/20/10	2	9/20/10
<u>V</u>	Vanessa Etheridge-Duncan	Parent	Parent	973-642-2174	184 So. 12th Street, Newark, NJ 07107	973-642-2174	184 So. 12th Street, Newark, NJ 07107	2001-06	5	9/20/10	2	9/20/10
<u>C</u>	Cecilia Rivers	Parent	Parent	973-642-2174	184 So. 12th Street, Newark, NJ 07107	973-642-2174	184 So. 12th Street, Newark, NJ 07107	2001-06	5	9/20/10	2	9/20/10
<u>A</u>	Anthony Hedgespath	Parent	Parent	973-642-2174	184 So. 12th Street, Newark, NJ 07107	973-642-2174	184 So. 12th Street, Newark, NJ 07107	2001-06	5	9/20/10	2	9/20/10
<u>S</u>	Sharon Perry	Parent Liaison	Par. Liaison	733-7368	14 Ellis Avenue, Irvington, NJ 07111	973-391-7005	14 Ellis Avenue, Irvington, NJ 07111	2001-06	5	9/20/10	2	9/20/10
<u>T</u>	Tatjana Curtis	Student Rep.	Student Rep.	973-732-0927	491 South 16th Street, Newark, NJ 07103	973-732-0927	491 South 16th Street, Newark, NJ 07103	2001-06	5	9/20/10	2	9/20/10
<u>J</u>	Janice Johnson	Principal	Principal	973-7368	Co-Principal, Ad. Rep., 2nd Grade	973-7368	Co-Principal, Ad. Rep., 2nd Grade	2001-06	5	9/20/10	2	9/20/10
<u>T</u>	Teachers											
<u>P</u>	Parents											
<u>S</u>	Support Staff											
<u>S</u>	Student											
<u>C</u>	Community											
	Total Members											

TOTAL # TEAM MEMBERS PRESENT: \_\_\_\_\_

Principals: \_\_\_\_\_ Teachers: \_\_\_\_\_ Parents: \_\_\_\_\_ School Support Staff: \_\_\_\_\_ Community: \_\_\_\_\_ Student: \_\_\_\_\_  
Average: \_\_\_\_\_ % Team Members Present

SEND A COPY OF THIS FORM TO THE SLT MONTHLY